





May this book be
A Remembrance Memorial
to your Loved One
throughout
all the future years



Our Aim

*To walk in the way of honor,
to serve in the light of truth,
to believe in the life of love . . . this . . .*

*The creed of our organization
in our continuing desire to be of service.*

The Stewarts



STEWART FUNERAL HOMES

SCOTTSBURG — HENRYVILLE
INDIANA



Respectfully submitted
to those whom
we were privileged
to serve

In Memoriam

GRACE M. WALDKOETTER



The Lord is good . . . His mercy is forever



*I will lift up
mine eyes unto the hills,
From whence cometh
my help.*

*My help cometh from the Lord,
which made heaven
and earth.*

*The Lord is my Shepherd; I shall
not want.*

He maketh me to lie down in green pastures:

He leadeth me beside the still waters.

*He restoreth my soul: He leadeth me
in the paths of righteousness
for His name's sake.*

*Yea, though I walk through the valley of the
shadow of death, I will fear no evil:
for Thou art with me; Thy rod and Thy staff,
they comfort me. Thou preparest a table
before me in the presence of mine enemies:
Thou anointest my head with oil;
my cup runneth over.*

*Surely goodness and mercy shall follow me
all the days of my life: and I will dwell
in the house of the Lord forever.*

Relatives and Friends

Dr. Fred McHenry

Edna Vail La Coase

Mabel S. Kimmick

Mr. & Mrs. Ralph H. Haight

Mrs. J. Schaefer

John K. Lee

Mr. & Mrs. Henry Allen

Ruth Ross

Elizabeth Dieterlen

Jo Ann Stucker

Doris & Marvin Bower

Edwin & Doris Bridgewater

Red & Rita Swank

George & Sue Linn Ross

Joanne Hardy, Violet Carmine & Ruth Tenley

Mr. & Mrs. Robert Kimmick

Mr. & Mrs. H. J. Mount

Mr. & Mrs. Earl M. Cain

Relatives and Friends

Alma M. Linder

Lenna Kennedy

Hazel Gillespie

Mr + Mrs Joe Walckötter

Mrs. Margaret Bynn

Mrs. Rhonda Burr

Hazel Deaster

Pauline G. Hooker

Faye Rogers

Mr + Mrs Roy Johnson

Mary Jane Shields

Alma Gichy

Jeanette Kishner

Rachel Kishner

Alice Elliger

Wilma Gay

Mrs. Russell Hemminger

Lucy Rogers

Relatives and Friends

Grace Fields

Galdia Evans

Lucile Hinds

Mr. + Mrs. Harry L. Epply

Bruce + Mary Ritter

Mrs. Janet Dalton

Mrs. Elsie Lapp

Mr. + Mrs. Lyma Jackson

Maggie Kennedy

Ada Shields

Florence Cochran

Mary + Stan Kimmick

Ferial Hanch

Mr. + Mrs. Henry Holzworth

Radio Mae Blume

Thelma Jones

Miss Feuerstein

Mrs. Robert Shapinsky

Relatives and Friends

Mr + Mrs H. Furnish

Mr + Mrs Otho Thomas

Beth Rueter Williams

Andrew E. Parks

Mr. + Mrs. Earl Pichey

Mr. & Mrs. Andrew Johnson

Carroll Robbins

Mr. + Mrs. Rod Carter

Mr. + Mrs. Carl G. Rose

Wanda Mayfield

Margaret Susnick & Son

Olis W. Benham

Erma J. Potts

Mabel Johnson

Mr. + Mrs. Larry Gully

Lisa Gully

Mr + Mrs John Meeks

Mr + Mrs Claude Schreyer Jr

Relatives and Friends

Verna Leneer

Ora Whitson

Elsie Rosemeyer

Thelma Lane

Mabel Haerener

Dale and Loretta Johnson

Alma Carlile

Mrs. + Mrs. Donald Arbuckle + Lisa

Geart & Jim Hall

~~Mrs. + Mrs.~~ Ethel A. Topp

Mrs. + Mrs. Henry Baldkoetter

Mrs. + Mrs. Clarence Kretzer

Dr. + Mrs. M. G. McClain

Mrs. + Mrs. Corundy Richards

Effie Moon

Sue Collins

Ann + Bill Follman

Floyd + Golda Arbuckle



Relatives and Friends

Mr. & Mrs. Thomas B. Everett

Mayme Everett

Mr & Mrs DeBoy Hall

Mr & Mrs Hugh Murphy

Mr & Mrs Frank McClellan

Frank Mc Clellan Jr.

Harry Bunker

Gil Miller

Bab & Imogene

Clara Hancock Atwell

Mary McKinney

Kathryn Nicholas

Nora Bell Pichey

Mr & Mrs. Lester Deputy

Helen Pound

Pat Johnson

Rox & Sheri Shiley & Melissa

Mr & Mrs Ray Zellman

Relatives and Friends

Rodney J. Rulke

Mr + Mrs Joe Rayse

Mr. + Mrs. Eddie Arnold

Eddie Sandlen

Helen + Lloyd Watterson

Mary + Paul Daringer

Harry Earl + Thelma Wilson

Mr. + Mrs. Walter Sunderman

Mrs Dorothy Johnson

Mr + Mrs Elton Caldwell

Mr + Mrs James Carter

Robert Schilawski

Mark Schilawski

Heidi Miley

Mr. + Mrs. Leon W. Miller

Mr + Mrs Bob Comer + Rachelle

Elin Baith

Ernest A. Smith

Relatives and Friends

Eloquise Griffith

Kat Griffith Mower

Mr. and Mrs. Delmar McNeely

Mr and Mrs Fred McNeely

Doris Parks & Steven

Jim Bunker

Mr. & Mrs. Eugene Nicholson

Mrs. Earl Poppe

Karen Jackson

Mrs. Carol Stead

Julia Arrey

Mr and Mrs. Richard Arrey

Mr. & Mrs. J. V. Mayfield

Mr. & Mrs. James E. Rudder

Mr. & Mrs. Harry Dee Carter

Beth Bridgewater & Lisa Arbrick

Naomi McClellan

Billy E. McClellan

Relatives and Friends

Mr. & Mrs. Sen Park Sr.

Herbert & Eva Parks

Owella Nichols

Don & Peg Shirley

Alvin & Dorothy Bishop

Dorothy Collins

Doris Collins

Ann Henderson

Charley Meyer

Jean Owens

Woody Dean

Rola May Jones

Mildred Pichey

Coulter Waldfoetter

Merrill Blake

Beland Funk

Virginia Funk

Relatives and Friends

Ruba W Seagr

~~Florence Robbins~~

Edick Holton Kinney

Elenore Alexander

Frank Nangle

Mary Ellen Mott

Loren & Therma Donahue

C. Kristine Johnson

Bella Eckert

Mr. & Mrs. William J. Blunt

Marietta Hardy

Fred O. B. Todd

Paul E. Mount

Chris Kimick.

Ollie & Fern Sands

Shelley Bay

Mary Bush

Lucille Broadway

Relatives and Friends

Bea Boswell

Martha Parson

Margery Desmorie

Nellie M Davis

Katherine Morton

Dorothy Rice

Allene Watson

Jean Spears

Mary Shields

Helene Everhart

Geneva Meranda

Amy Kinslow

Grace Fawbush

Norma Barton Davison

Mary H. Barton

June Ferris

Bea Deal

Maie Desmorie



Relatives and Friends

Mrs. Noble Nicholson

Mrs. Edwin Bartle

Conrad W. Adlers

Louie Kinn

Ethel Shirley

Paulette Meeks

Mary Shuteham

Frances Amick

Eugene Griffith Jackson

Oliver and Molly Elrod

Mr. & Mrs. James McDonald

Gaylyn Waldbetter

Edna Weaver

Bessie Martin

Roy & Meranda

David & Ruth Ruetes

Kerry Thompson

Loreane Bridgewater

Relatives and Friends

Mrs Cran & Bradley

Mrs Anita Hill

Mrs. Hattie Lester

Wesley & Jones

Lebbie Rudder

Mildred Theobald

Dorothy Cass

Janice Thompson

Kate Nichols

Betty Hall

Nadine Richey

Joan Amick

Sandy Everitt

Judson Everitt

Myrtle & Russ

Mae Miner

Frances House

W. D. Brunton

Relatives and Friends

Mrs Louise White

Mrs. Bertha Krumme

Mrs. Margaret Breitfield

Mrs Lula Kietzer

Clergy Chasteen

Mrs Robert Brandt

Linda Arbrick

Rhonda Jones

Mrs + Mrs Donald Arbrick + Linda

Thurmeta Winstow

Mrs + Mrs Robert W. Everett

Mrs Cash Carter (Selma)

Mrs + Mrs David Pfander

Mrs. and Mrs. Howard Carter

Sue Jones

Lester Carter

Alma Ricky

Mary J. Hulse

Relatives and Friends

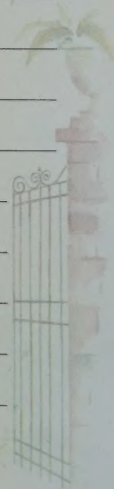
Mr. + Mrs. Bobby Shirley

Joseph Patrick

Roberta Carter

Mr. + Mrs. Ronald Carter

Lloyd S. Otha



Relatives and Friends

[illegible]



Someday we'll meet again!

Never to sever.

Soon Peace will wreath her chain

Round us forever.

There may we all unite

Safe from the dark of night

In the Eternal Light

Happy forever.

Music



Organist

Selections

*P*allbearers





God hath not promised
 Skies always blue,
Flower-strewn pathways
 All our lives through
God hath not promised
 Sun without rain,
Joy without sorrow,
 Peace without pain.



But God hath promised
 Strength for the day,
Rest for the labor,
 Light for the way.
Grace for the trials,
 Help from above,
Unfailing sympathy
 Undying love . . .

Flowers

of Remembrance

1. Casket Spray - Pink Carnations & Gypsophila
Harry and Sarah
2. Fireside Basket - Deep Pink Glads, White Mums, Red Roses & Gypsophila
Loreane
Harry and Anna Lee
Permelia
Roberta
3. Vase - Deep Pink Carnations, White Daisy Pompoms & Gypsophila
The Loreane Bridgewater Family
4. Basket - Red Glads, White & Peppermint Carnations & Gypsophila
Ida Jean and Dale
Mary Lois and Milt
Bobbie and Gene
Betty and Millard
5. Basket - White Glads, Pink Variegated & Pink Carnations & Gypsophila
Tom, Sandy, Leslie and Judson
6. Fireside - Yellow & Bronze Glads, Mums, Pompoms, Marigolds & Leaves
Ron, Sheri and Melissa
Mike, Jeanie, Michelle and David
Emerson and Ann Shirley
7. Basket - White Glads, Pink Carnations, Red Roses and Gypsophila
Rodney, Nancy and Kellie
Harry Dee, Susan, Robb and Matt
Larry and Sara Anne
George and Sue Linn
8. Basket - White Mums and Yellow Daisy Pompoms
Mr. and Mrs. David Ruetter and Family
Mr. and Mrs. Claude Schryer and Family
Mr. and Mrs. Glenn Waldkoetter and Family
Mrs. Norma Whitsitt and Family
9. Vase - Yellow Glads, Daisies and Gypsophila
Coulter Waldkoetter and Dennis
10. Basket - Red Glads and White Carnations
Pauline Hooker



Flowers

of Remembrance

11. Basket - Yellow Mums and Daisy Pompoms
Barney and Mary Alice
Howard and Helen
Lester and Alberta
Lance and Edna
12. Basket - Blue Fuji Mums & Carnations and White Daisy Pompoms
Evelyn Waldkoetter
Jim and Hilda McDonald and Family
The John Gerdt Family
13. Basket - Yellow Fuji Mums, Orange Carnations, Bronze Poms
Bob and Marietta and Family
Henrietta
14. Planter
Lib, Chet and Family
Eva, Bert and Daughter
Imogene, Bob and Family
15. Vase - Basket of Mixed Summer Flowers
Mrs. Mamie Everitt
Mr. and Mrs. Thomas B. Everitt
16. Planter
Wallace and Betty Robbins
Lynn and Carrie Lee West
17. Basket - Pink Glads and White Mums
Farm Bureau Co-op Employees
18. Vase - Red Roses and Gypsophila
Alma Carlile and Family
19. Vase - Pink Carnations & Maroon Miniature Carnations & Gypsophila
Home Builders Class
20. Yellow Mum Plant
Sons and Daughters of Mr. and Mrs. Clyde Johnson
221. Basket - Pink Glads, White Mums and Daisy Pompoms
Catherine Carter and Families
22. Basket - White Glads, Yellow and Lavender Pompoms
James Burkett and Doris Parks

Flowers of Remembrance

23. Basket - Lavender Roie Red Glads, Lavender Poms and White Mums
Julia, Richard, Susie, Bobby, and Kay

24. Vase - Yellow Roses
Nora Bell Richey and Family

25. Planter
Mr. and Mrs. Joe Waldkoetter

26. Vase - Yellow Mums & Tangerine Miniature Carnations
Mary and Paul Baringer
Paula and Larry Donohue

27. Basket - Lavender Glads, White and Lavender Pompoms
Jim and Libby Rudder
Rodney and Debbie Rudder
Sheila Bowling

28. Basket - Mixed Flowers
Neighbors

29. Basket - Red Glads and White Daisy Pompoms
First Christian Church

30. Basket - Yellow Glads, Tangerine & Yellow Carnations & Gypsophila
Mr. and Mrs. Hugh Murphy and Ed
Janet and Jim Hall and Family
Mary Beth and Paul Stanley and Family

31. Dried Silk Arrangement
Mrs. Ethel Dismore
Harold and Alma Gray
Elsie Bridgewater
Bernard, Margaret and Diane Redman
Ruth Henry and Family
Roscoe and Doris Carnes and Family
Elizabeth and Ferald Dismore
Stanley Jones
Dea Dean
Kenneth and Esther Smith
Ralph and Mae Rutherford
Cap and Vessie Bridgewater
Donnie and Becky Burress



of Remembrance

32. Basket - Pink Glads, Carnations and Gypsophila
Delbert and Marlyn Julian



*Come unto me, when shadows darkly gather
When the sad heart is weary and distressed,
Seeking for comfort from your Heavenly Father,
Come unto me, and I will give you rest.*

o o o o o

*Large are the mansions in your Father's dwelling,
Glad are the homes that sorrows never dim;
Sweet are the harps in holy music swelling,
Soft are the tones which raise the heavenly
hymn.*

*There, like an Eden blossoming in gladness,
Bloom the fair flowers the earth too rudely
pressed;
Come unto me, all ye who droop in sadness,
Come unto me, and I will give you rest.*

- Catherine H. Esling



*There is never a life without sadness,
There is never a heart free from pain;
If one seeks in this world for true solace,
He seeks it forever in vain.*

*So when to your heart comes the sorrow
Of losing some dear one you've known
Tis the touch of God's sickle at harvest
Since He reaps in the fields
He has sown.*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

*Personal
History*



Biography



Deceased



GRACE M. WALDKOETTER

Place of Birth SCOTTSBURG, INDIANA

Date of Birth FEBRUARY 4, 1910

Place of Death ST. ANTHONY HOSPITAL - LOUISVILLE, KY.

Date of Death SEPTEMBER 3, 1978

Age 68 YEARS 6 MONTHS 29 DAYS

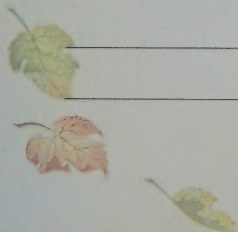
Father's Name JAMES L. CARTER

Mother's Name IDA B. EVERITT CARTER

Married to HARRY L. WALDKOETTER

Other Members of the Family

DAUGHTER: SARAH WALDKOETTER





*S*ervices

Place BETHEL LUTHERAN CHURCH - AUSTIN, INDIANA

Date SEPTEMBER 6, 1978

Time 2 PM



Officiating PASTOR FRED MILDENBURGER

Place of Interment

SCOTTSBURG CEMETERY

Grave _____ Lot _____ Block _____

Section I.O.O.F.

City SCOTTSBURG County SCOTT

State INDIANA

Laid to Rest

Date _____

Time _____



9/18

Dear Mr. & Mrs. Waldkoetter,

Do hope you enjoy the magazine - certainly page # 4
will be of special interest to you.

When the opportunity arises for you to visit the
Institute, I shall look forward to meeting you as
I am enjoying the opportunity of working as secretary
to your daughter.

Sincerely,

Ruth Bolland



Syrian Shriek



SEPTEMBER, 1972 • VOL. 26 NO. 7 • CINCINNATI, OHIO

SYRIAN'S OUTSTANDING SHOWING IN DALLAS

DRUM & BUGLE CORPS PLACED 2nd NATIONALLY

DICK DRIVER PLACED 1st AS D&B DRUM MAJOR

POTENTATE DeMOND CONGRATULATES NEW IMPERIAL POTENTATE HENRY B. STRUBY

DRUM & BUGLE COLOR GUARD PLACED 1st

ORIENTAL BAND FINISHED 2nd NATIONALLY



SYRIAN TEMPLE

Chartered: Feb. 6, 1877

Active: Dec. 6, 1881

Mosque and Executive Offices:

217 Wm. Howard Taft Road

Cincinnati, Ohio 45219

Phone 751-3800

Jack P. De Vise, Recorder

James Blake, Membership Director

Syrian Arabian Restaurant—751-2660

Syrian Circus Office—751-4717

Shriners Burns Institute, Cincinnati Unit

202 Goodman St. 45219

Area Code (513) 872-7220

Shriners Hospital for Crippled Children

Lexington Univ., Lexington, Ky. 40502

1900 Richmond Rd. Area Code (606) 266-2101

SYRIAN

Shriek

3d class mail privileges authorized at Cincinnati, O.

Vol. 26

No. 7

SHRIEK PUBLISHED BY
SYRIAN TEMPLE—AONMS

The Syrian Shriek, issued monthly, except July and August, is the official publication of Syrian Temple AONMS, Cincinnati, Ohio. Published under the authority and supervision of the Illustrious Potentate. Advertising limited to Nobles and Masons. Rates on request.

Living Past Potentates

Eugene F. Muhlhauser—1936
Ralph T. Crosthwaite—1946
Geo. A. Lutz—1948
Alfred F. Porter—1951
Fred B. Debra—1953
Geo. F. DeSilver—1954
Chester Hodges—1955
Thoral C. Schehr—1956
Garriott L. McClellan—1957
Arthur G. Zoocklein—1958
Joseph L. Brown—1959
Walter L. Gross—1961
Raymond Long—1962
Harry M. Bader—1963
Armor C. Moreland—1964
Oscar W. Hirschfeld—1965
W. W. Tripp—1966
Lynn R. Von Ness—1967
Fred G. Reiners—1968
Smith E. Hughes—1969
Charles D. Marrs—1970
Norbert E. Miller—1971

OFFICERS FOR 1972

Elected Divan

Donald J. DeMond	Potentate
Robert A. Anderson	Chief Rabban
Paul N. Buchman	Assistant Rabban
Russell Jackson	High Priest & Prophet
Charles S. Settle	Oriental Guide
Walter W. Price	Treasurer
Jack P. De Vise	Recorder

Appointive Divan

Paul H. Jackson	1st Ceremonial Master
Steven W. Griffis	2nd Ceremonial Master
Fred Grote, Jr.	Director
Carl Howell	Marshal
Wilford Miller	Captain of the Guard
Vernon Turner	Outer Guard
Gabriel Lederman	Keeper of the Outer Gate
Rev. Wilbur E. Goist	Chaplain

Trustees

Russell Hofmann	Chairman 1973
James Wilson	1974
Joseph J. Wietlisbach	1975
Fred Wilson	1976
Jack Davis	Vice Chairman 1977

Holding Corporation Officers

Donald J. DeMond	President
William H. Boehm	Vice President 1973
Winfield W. Tripp, P.P.	1974
George G. Smith	1975
Charles C. Kahl	1976
Charles D. Marrs	1977
Hamilton Gast	1977
Walter W. Price	Treasurer
Jack P. De Vise	Secretary

Potentate's Aides

William F. Kleeman, Chief

Babe Bier	Herbert Schoenebaum	Lee Rarden
William Cornelius	Merle Wilson	James Salmons
Harold Holliday	Bob Braun	Clifford Wiebell
Joseph Mair	Jack Hilge	Joseph Workman
William McConnell	Ben Kurzner	Frank Wuersch
Thomas Rickard	Myles P. Murphy	

Potentate's Advisory Council

Ralph T. Crosthwaite, P.P.	Joseph L. Brown, P.P.
Jack Davis	Oscar W. Hirschfeld, P.P.
Smith E. Hughes, P.P.	Charles D. Marrs, P.P.
Norbert E. Miller, P.P.	Fred G. Reiners, P.P.

Potentate's Ambassadors

Charles L. Cox, Chief	
Noland Rose	Roy Galloway
Clarence Landfried	William H. Gwynn
John Dallis	Richard Jones
George Davenport	John Westernman
Wm. Samad—Fla.	Bernard Schaefer
Earl Wolfe	Philip Morris

Units

Chanters	Wm. C. Wunderlich, Director
Clowns	Arthur Grossheim, Director
Color Guard	Tom Bressler, Director
Crescents	Robert Rumke, Director
Concert Band	George G. Smith, Director
DeMolay Knights	Charles Dissinger, Director
Desert Riders	Walter J. Heurich, Jr., Director
Directors Staff	Fred Grote, Jr., Director
Drum & Bugle Corp.	Richard (Dick) Driver, Director
Escadrille	Ted Crew, Director
Marching Sheiks	Harold Bayersdorfer, Director
Membership	James Blake, Director
Motor Patrol	James (Jim) Zimpher, Director
Oriental Band	Charles O. Burgess, Director
Patrol	Carl Frank, Captain
Police Escort	Al Williamson, Director
Reception	James Watson, Director
Ritualistic Cast, 1st. Sec.	Richard Jones, Director
Stewards	Milt Foell, Director
Transportation	William Dixon, Director

Committees and Representatives

A.D.B.D. Club	Robert M. Fleming, Administrator
Oasis	Smith E. Hughes, P.P., Director
Medical Staff	David L. Simon, M.D., Director
Shrine Clubs—East	Ralph Frazier, Director
Shrine Clubs—West	Sam Rouda, Director
Membership Committee	Paul Jackson, Chairman
Public Relations Committee	Charles Settle, Chairman

Howard Goldberg	Official Photographer
Chester Hodges, P.P.	DeMolay Grand Master
Alfred F. Porter, P.P.	Imperial Marshal's Aide
Joseph B. Shirley	Imperial Membership & DeMolay Comm.
George A. Lutz, P.P.	Chairman, Wills & Bequests
Thoral Schehr, P.P.	Sec.-Treas. Great Lakes Shrine Assn.
Walter L. Gross, P.P.	3rd VP Ohio Shrine Assn.
Richard L. Duncan, Chmn. of Board, Cincinnati Burns Institute	
Vernon E. Raines	Rep. to Cinn. Masonic Temple Co.
Jack Jercher	Rep. to Masonic Relief Assn.
Joseph Fink	Rep. to Masonic Library Assn.
Fred G. Reiners	Temple Attorney

IMPERIAL VISIT TO SYRIAN TEMPLE AND THE BURNS INSTITUTE BY IMPERIAL POTENTATE HENRY B. STRUBY. Aug 3, 1972



The warm hand of Syrian Temple is extended in welcome. (The Imperial Suite is the most appropriate place in Cincinnati to lodge the Imperial Potentate.)



Potentate Donald J. DeMond, The Imperial Potentate and Noble Dr. Dale E. Fox, Deputy Grand Master of the Grand Lodge of Ohio visit the Burns Institute.



The lady volunteers are delighted by the Imperial visit.



Oriental Guide Chuck Settle, The Imperial, Miss Sarah Waldkoetter, Director of Nursing, P.P. Al Porter, Potentate DeMond, Chief Rabban Bob Anderson and Noble Vern Curran, Hospital Board Member pause for a picture in the Therapy Room.



Irene DeMond and The Imperial share some gay moments at the Banquet.



O.G. Chuck Settle proudly displays the Display Board prepared by the Public Relations Committee.

A Message From Your Potentate



Dear Nobles:

Vacation time is over for most of us. I hope that you all had a rewarding and enjoyable summer. Many of you went to Mexico with us and a great many more went to Dallas for the 1972 Imperial Session.

I want to thank all of the Unit members who participated in the parades in Dallas and Ft. Worth. Your performance was magnificent. Special thanks are due to the award-winning Oriental Band and to the Drum & Bugle Corps. Winning second place in National competition raises strong hopes that both of these fine Units are on the road to becoming National Champions. It was necessary to cancel the St. Louis Pilgrimage because we could not obtain satisfactory accommodations. We were offered rooms which were scattered among two or three hotels or motels. With fresh memories of Dallas, we decided that we would not make the trip if our Temple was to be divided.

The Oasis is being rapidly improved as you who have been there lately can testify. The new shelter house has been in use for some time, the roads and parking lot have been paved, and the Barn is well on its way to completion.

My message this month has concerned many things. I want every Noble to be as informed as possible about Temple activities. We have many events coming up and I hope that you will enjoy them all.

Yours in the Faith,

Illustrious Potentate



PRINT
MADE
BY
KODAK



AUG 72R



Aug 3, 1972

L 2 R
Miss Sarah WaldKoetter Director of Nursing Services
Mr. Henry Struby Imperial Potentate - Evansville Ind.
Mrs. Ruby Dooley, Co-ordinator Volunteer Services

Howard Studio

PHOTOGRAPHY

4500 Vine St.

CINCINNATI, OHIO 45217

AREA CODE (513) 951-2339

SHRINERS HOSPITALS FOR CRIPPLED CHILDREN

BURNS INSTITUTE,

CINCINNATI UNIT

(INTERDEPARTMENTAL CORRESPONDENCE)

To ALL DEPARTMENT HEADS

Date June 2, 1972

From KB Katheryn Berry

Subject DIRECTOR NURSING SERVICE

We are pleased to announce the appointment of Miss Sarah M. Waldkoetter to the position of Director of Nursing Service. Miss Waldkoetter will join our staff this Monday, June 5.

Miss Waldkoetter has been serving as a member of the faculty of the University of Cincinnati College of Nursing since 1969. She holds a Master's Degree from Indiana University. Her specialities are Pediatrics and teaching.

She has worked at Babies Hospital in New York City and the Columbia University.

We feel most fortunate to have been able to attract a person such as Miss Waldkoetter as a member of our staff.

Please extend to her your co-operation in any area relating to patient care and/or the activities of the Nursing Service Department.



Ohio Board of Nursing

77 South High Street, 17th Floor • Columbus, Ohio 43266-0316 • (614) 466-3947

TO:

SARAH MARGARET WALDKOETTER
4559 S CR 250 W
VALLONIA IN 47281

FROM: Rosa Lee Weinert, R.N., M.S., Executive Director

Printed below is your 1995-97 Renewal License to practice nursing in Ohio as a Registered Nurse. This license certifies your legal status as a Registered Nurse. It should at all times be safeguarded and should never be reproduced, duplicated or imaged onto paper or any electronic media. The only exception to this prohibition is that YOU may photocopy your OWN license but you must write the word "COPY" boldly across the front side of the photocopy with a black permanent ink marker and place your initials after the word "COPY". You must never allow anyone other than yourself to make a photocopy for you.

Section 4723.24, Ohio Revised Code states: "Every holder [of a license] shall give written notice to the Board of any change of name or address within thirty days of the change." A change in name must be accompanied by a certified copy of a marriage certificate/abstract, divorce decree or court record indicating a change in name. The following form may be used to notify the Board, at the address above, of changes in name and/or address when they occur:

License Number _____

OLD INFORMATION:

SSN _____

CHANGES:

Name _____

Address _____

County _____

Effective Date _____ Signature _____

OHIO BOARD OF NURSING
77 South High Street, 17th Floor
Columbus, Ohio 43266-0316
614/466-3947

LICENSE

This is to certify that:

SARAH MARGARET WALDKOETTER

License Number: **RN-112060**

SSN:

310-36-3211

has met the requirements of the Law Regulating the Practice of Nursing, is duly licensed and is entitled to practice nursing in OHIO as a REGISTERED NURSE until AUGUST 31, 1997.

It is a violation of the rules adopted under Chapter 4723, ORC to photocopy this license except under the conditions described above.

Please refer to your license number in all correspondence with the Board of Nursing.

Serial Number: 053134

Remove the license printed above by cutting on dotted line.

Section 4723.03(A), Ohio Revised Code states:

"No person shall engage in the practice of nursing as a registered nurse, hold herself out as being a registered nurse, or use the title "registered nurse", the initials "R.N.", or any other title implying that the person is a registered nurse, for a fee, salary, or other consideration, or as a volunteer, without holding a current, valid license as a registered nurse under this chapter."

The University of the State of New York

THIS IS TO CERTIFY THAT

THE STATE EDUCATION DEPARTMENT

HAS REGISTERED

WALDKOETTER SARAH MARGARET

APT 2

266 SENATOR PL

CINCINNATI OHIO

45220

FOR PRACTICE IN NEW YORK STATE AS A(N)

REGISTERED PROFESSIONAL NURSE

08/31/75

150265

BIENNIUM ENDS

LICENSE NO.

Sarah M. Waldkoetter
SIGNATURE OF REGISTRANT

Cl. Luallen
ASSOCIATE COMMISSIONER

120317

READ
INSTRUCTIONS

ON REVERSE
SIDE

CUT OFF
THIS STRIP

STATE OF OHIO
BOARD OF NURSING EDUCATION AND NURSE REGISTRATION
21 WEST BROAD STREET, COLUMBUS, OHIO 43215

ANNUAL RENEWAL

This is to certify that

SARAH MARGARET WALDKOETTER
266 SENATOR PL APT 2
CINCINNATI, OHIO 45220

Certificate No. 112060

2/28/75
Expiration Date

has met the requirements of the law, is duly registered, and is entitled to practice PROFESSIONAL NURSING as a REGISTERED NURSE in the STATE of OHIO until the expiration date.

SERIAL NO. 060664 OHIO STATE BOARD OF NURSING



OHIO BOARD OF NURSING
77 South High Street, 17th Floor
Columbus, Ohio 43266-0316

LICENSE

This is to certify that:

SARAH MARGARET WALDKOETTER

License Number: **RN-112060**

SSN: **310-36-3211**

has met the requirements of the Law Regulating the
Practice of Nursing, is duly licensed and is entitled
to practice nursing in OHIO as a REGISTERED
NURSE until AUGUST 31, 1993.

OHIO BOARD OF NURSING
77 South High Street, 17th Floor
Columbus, Ohio 43266-0316
614/466-3947

LICENSE

This is to certify that:

SARAH MARGARET WALDKOETTER

License Number: **RN-112060**

SSN: **310-36-3211**

has met the requirements of the Law Regulating the
Practice of Nursing, is duly licensed and is entitled
to practice nursing in OHIO as a REGISTERED
NURSE until AUGUST 31, 1995.

MCIC

The Department of:

N&H Parent/Child

Authorizes:

Sarah Waldkoetter

To Use Infortext Card #

391004

In the Nursing &
Health Science Libraries

Valid through July 15, 1991

MEMBER

8200109

SARAH WALDKOETTER

**American Association of
University Professors**

University of Cincinnati Chapter

Elizabeth S. ...
EXECUTIVE DIRECTOR

Burt D. Jones
DIRECTOR OF LABOR RELATIONS

OHIO HOSPITAL ASSOCIATION

Hello

Welcome to Concordia

SALLY



Sigma Theta Tau, Inc.
National Honor Society of Nursing

This is to certify that

Sarah Waldkoetter

is a member

Virginia Greeshaw
NATIONAL PRESIDENT

Alpha Zeta
CHAPTER

Margaret A. Dolan
NATIONAL TREASURER

Nº 112060

STATE OF OHIO
Board of Nursing Education
and Nurse Registration



Certificate of Nurse Registration

BY _____ Endorsement _____

This is to Certify, That SARAH MARGARET WALDKOETTER
has qualified under the laws of this State and the requirements of the Board, and is now entitled to
practice professional nursing in this State as a

REGISTERED NURSE

In Witness Whereof, We hereunto subscribe our names and affix the
seal of the Board of Nursing Education and Nurse Registration, on this

15th day of October, A.D. 19 69

Lorothy B. Leupp, R.N.
EXECUTIVE SECRETARY

Geraldine Price R.N.
PRESIDENT



UNIVERSITY OF CINCINNATI

Faculty • Administrative Staff

SARAH M. WALDKOETTER

is a full-time member of the

FACULTY

(FACULTY OR ADMINISTRATIVE STAFF)

of the University of Cincinnati

PEDIATRICS

(DEPARTMENT)

MEDICINE

(COLLEGE)

10-21-69

(SIGNED)

Raege C. Brunsick

(DATE)

EXECUTIVE VICE PRESIDENT

(SIGNATURE)

Sarah M. Waldkoetter



*This card is non-transferable and must
be returned to the Personnel Office
upon termination of employment.*



**ROBIN, PETER AND DARRYL:
THREE TO THE HOSPITAL**

16mm 53 minutes Black & White Sound

Available for sale @ \$225 per print on one or two reels
Reel #1 — Before the operation — 29 minutes
Reel #2 — After the operation — 24 minutes

Developed by a multidisciplinary faculty
committee at the Department of Nursing,
Faculty of Medicine, Columbia University

Directed by Phyllis Johnson
for George C. Stoney Associates



Distributed by

**Center for Mass Communication
of Columbia University Press**

440 WEST 110th STREET, NEW YORK, N. Y. 10025
PHONE (212) UN 5-2000

Greta Mogel



Three youngsters aged 2 years 10 months whose experiences we share during their first separation from their parents and hospitalization

The film, ROBIN PETER & DARRYL: THREE TO THE HOSPITAL, is a vivid and moving portrayal of three children's reactions to hospitalization for minor surgical procedure.

Produced specifically to illustrate the effect of maternal separation and reaction to hospitalization, the film relates on an educational and illustrative level, and also on an emotional level. The viewer becomes personally involved in the frustrations, fears, and tears of the three children.

The film evokes discussion about: concepts of early childhood growth and development; response to maternal separation; intrafamilial relationships; extrafamilial relationships to authority; children's perceptions of "illness"; as well as an orientation toward techniques of observation; theories of developmental and accidental crises; and methods of nursing intervention.

ROBIN, PETER AND DARRYL: THREE TO THE HOSPITAL is a meaningful viewing experience that will spontaneously engage the imagination of the audience and stimulate provocative discussion. By the nature of its content and cinematic technique, the film is a valuable training resource for nurses and nursing students, medical students, psychologists, psychiatric social workers, and family life education workers. No attempt was made by the film maker to stage or structure the events filmed. A detailed study guide accompanies the film.

Sally
Wheeler
Vof Cin

PHILOSOPHY OF EDUCATION ON

Those of us who have been involved in teaching have probably, at some point, been a part of a committee to either develop or revise the philosophy of a particular institution or a program within that institution. If not a part of this process, we most assuredly have been asked or have asked our students to write their philosophy of life, education or their profession.

My personal philosophy of education is based on the following concepts:

1. Education is a process of personal development. *→ Not said of the distinction here?*
2. Education is a process of growth.
3. Education is a process of development of the total being in preparation for becoming a functioning member of society. *— Being —*
4. Education is a basic right of all children. *Right*

BY SARAH WALDKOETTER 17

Effective education is structured on the acceptance of individual differences of each child. The process does not begin nor is it limited to the educational institution but is a combination of what the child experiences in the home, community, and the school.

Each child has the right to equal opportunity for exposure to a learning environment that will both stimulate him/her to achieve their maximum potential and the necessary guidance to reach that goal.

In order for the educational institution to provide this type of learning environment for the students, the teachers must be cognizant of the sociocultural backgrounds of the students within their educational setting.

Submitted in partial fulfillment of the requirements for 56

Administrative Theory

18-210-772 10

University of Cincinnati

October 7, 1980 16

Since education is seen as the development of the total being for becoming a functioning member of society, the development of the philosophy of education for a particular setting should include members of the community.

Through the combined efforts of the community, parents, faculty and administrators, the best possible environment for learning could be established.

Three youngsters aged 2 years 10 months whose experiences we share during their first separation from their parents and hospitalization

The first of these children, a girl, aged 2 years 10 months, was born in 1954 and was the first child of her parents.

Her mother, who was a nurse, was born in 1914 and was the first child of her parents. Her father, who was a doctor, was born in 1914 and was the first child of his parents.

Her mother, who was a nurse, was born in 1914 and was the first child of her parents. Her father, who was a doctor, was born in 1914 and was the first child of his parents.

Her mother, who was a nurse, was born in 1914 and was the first child of her parents. Her father, who was a doctor, was born in 1914 and was the first child of his parents.

SARAH WALDOFFER

[Handwritten signature]

*Sally Waldoffer
Vof Cia*

Submitted in partial fulfillment of the requirements for the
Administrative Thesis
18-210-772
University of Cincinnati
October 7, 1954

PHILOSOPHY OF EDUCATION

If students and parents' background experiences and abilities are recognized, there will be an added stimulus. Those of us who have been involved in teaching have probably, at some point, been a part of a committee to either develop or revise the philosophy of a particular institution or a program within that institution. If not a part of this process, we most assuredly have been asked or have asked our students to write their philosophy of life, education or their profession.

My personal philosophy of education is based on the following concepts:

1. Education is a process of personal development. → *Not sure of the distinction here?*
2. Education is a process of growth. →
3. Education is a process of development of the total being in preparation for becoming a functioning member of society. — *Review*
4. Education is a basic right of all children. *Right*

Effective education is structured on the acceptance of individual differences of each child. The process does not begin nor is it limited to the educational institution but is a combination of what the child experiences in the family, community and the school.

Each child has the right to equal opportunity for exposure to a learning environment that will both stimulate him/her to achieve their maximum potential and the necessary guidance to reach that goal.

In order for the educational institution to provide this type of learning environment for the students, the teachers must be cognizant of the sociocultural backgrounds of the students within their educational setting.

Since education is seen as a process of growth and the development of the total being for becoming a functioning member of society, the development of the philosophy of education for a particular setting should include members of the community. Through the combined efforts of the community, parents, faculty and administrators, the best possible environment for learning could be established.

→ Would you be satisfied if all never had this equality?

} Does this mean equal results should it?

PHILOSOPHY OF EDUCATION

Those of us who have been involved in teaching have probably, at some point,

been a part of a committee to either develop or revise the philosophy of a particular

institution or a program within that institution. If not a part of this process, we most

assuredly have been asked or have asked our students to write their philosophy of

life, education or their profession.

My personal philosophy of education is based on the following concepts:

1. Education is a process of personal development.
2. Education is a process of growth.
3. Education is a process of development of the total being in preparation for becoming a functioning member of society.
4. Education is a basic right of all children.

Effective education is structured on the acceptance of individual differences of

each child. The process does not begin nor is it limited to the educational

institution but is a combination of what the child experiences in the family

community and the school.

Each child has the right to equal opportunity for exposure to a learning

environment that will both stimulate him/her to achieve their maximum potential and

the necessary guidance to reach that goal.

In order for the educational institution to provide this type of learning

environment for the students, the teachers must be cognizant of the sociocultural

backgrounds of the students within their educational setting.

Since education is seen as a process of growth and the development of the total

being for becoming a functioning member of society, the development of the philosophy

of education for a particular setting should include members of the community.

Through the combined efforts of the community, parents, faculty and administrators,

the best possible environment for learning could be established.

If students and parents perceive that their individual differences in both background experiences and abilities are recognized, there will be an added stimulus for further growth. *How?*

A major goal of the educational institution should be to become a part of the community rather than separate from it. A good working relationship between the teachers, administrators and community will result in improvement of the quality of life for all.

Set 1 - Page 4

Nurse Cited For Medical Development

Miss Sarah Waldkoetter, Assistant Professor of Nursing, University of Cincinnati, has received recognition in the January issue of the American Journal of Nursing for her contribution to medical development.

Miss Waldkoetter, head nurse of the Postoperative Service at the University of Cincinnati Medical Center in New York, has been named "Nurse of the Year" for her work in the field of medical development. The award is made to the nurse who has made the most significant contribution to the field of nursing in the past year. Miss Waldkoetter's work in the field of medical development has been recognized by the American Journal of Nursing, which has named her "Nurse of the Year" for her work in the field of medical development.

learned with a cast to the shoulder, thus making the child unable to move about.

or mailing the questionnaire to the families. The number of questionnaires needed will be delivered enclosed postcard. The results of the study will be published in the Alzheimer's Disease Association of Cincinnati and we would like desired.

to call me, Miss Sarah Waldkoetter (872-5530 or 872-5513) for questions or comments about this study. Thank you for your interest in this project.

Sincerely,

Sarah M. Waldkoetter

Sarah M. Waldkoetter
Assistant Professor of Nursing
Gregg Warshaw M.D.
Medical Advisor
Alzheimer's Disease Association

Sec. 1 - Page 4

Nurse Cited For Medical Development

Miss Sarah Waldkoetter, R.N., daughter of Mr. and Mrs. Harry Waldkoetter of Scottsburg, received recognition in the January issue of the American Journal of Nursing for her contribution to medical service.

fastened with a snap to the shoulder, thus making the child unable to move about.

Miss Waldkoetter, head nurse of the infant medical service in Columbia - Presbyterian Medical Center in New York, designed the "Sally Jacket" to be used as an arm restraint for children's medical and surgical cases. The garment is used to immobilize the arms and upper part of the child's body. It is made of washable cotton material with attached sleeves made of stockinet. The jacket is laced either in the front or back, generally the back to prevent the child from untying the laces. Card board mailing tubes are cut to fit the individual child's arm. These are put on and stockinet sleeves are then brought up over the cardboard tubes and



Dear DR. MARTIN,

The increasing age of the population is leading to a larger number of patients and families dealing with Alzheimer's disease and related disorders. The Cincinnati Chapter of the Alzheimer's Disease Association serves 23 counties in the tri-state area. As of February 1986, there are only 1,702 families identified in this area. Using available demographic data, Hamilton County alone had the potential of 7,669-10,257 persons being afflicted with this disorder (State of Ohio, 1983). The contrast in numbers of persons afflicted is the basis of concern giving rise to the Alzheimer's Disease Identification Project.

The aims of this study are to identify patients and families in the 23 county area served by the Alzheimer's Disease Association of Cincinnati and to collect descriptive data through a questionnaire. The questionnaire developed has been tested by twenty families and reviewed by the board members of the Alzheimer's Disease Association of Cincinnati. The questionnaire is comprised of:

- (1) Questions to obtain demographic data about the patient and caregiver.
- (2) Disease history.
- (3) Present condition of the patient.
- (4) A preliminary needs assessment of home care, the caretaker, community resources, and nursing home care.

We would appreciate your participation in the Alzheimer's Identification Project by distributing or mailing the stamped questionnaire to the families known to your office. The number of questionnaires needed will be delivered upon the receipt of the enclosed postcard. The results of the study will be shared with the Alzheimer's Disease Association of Cincinnati and we would gladly send you a copy if desired.

You are welcome to call me, Miss Sarah Waldkoetter (872-5530 or 872-5513 for messages) with any questions or comments about this study. Thank you for your support of this project.

Sincerely,

Sarah M. Waldkoetter
Assistant Professor of Nursing

Gregg Warshaw M.D.
Medical Advisor
Alzheimer's Disease Association

SMW:jy

UNIVERSITY OF CINCINNATI MEDICAL CENTER

COMMITTEE ON HUMAN RESEARCH

Notification Form

PRINCIPAL INVESTIGATOR: Sarah M. Waldkoetter, R.N., M.S.N.

CO-INVESTIGATOR(S):

TITLE: #86-4-10-4E--"Alzheimer's Identification Project"

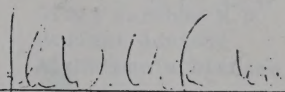
XXX APPROVED

DISAPPROVED

DATE May 14, 1986

COMMENTS:

1. If the study involves a drug, you must complete the Pharmacy Committee Drug Information Sheet (available at the In-Patient Pharmacy, (CGH).
2. You are required to immediately report any adverse reactions or complications of the project to the Committee on Human Research (872-5259).
3. An annual progress report form must be filed with the Committee. The progress report must be returned by the specified date or the protocol will be terminated.
4. There may be no change or addition to the project, or changes of the investigators involved, without prior approval of the Committee.
5. If this protocol has not been initiated within two years of this day, you will be required to resubmit the protocol for reconsideration by the Committee on Human Research.
6. Notification of approval by the Committee on Human Research does not necessarily indicate approval by any other Committee of the Medical Center; e.g., G.C.R.C., Radiation Safety Committee, etc.


Chairperson, Committee on Human Research



Dear

The increasing age of the population is leading to a larger number of patients and families dealing with Alzheimer's disease and related disorders. The Cincinnati Chapter of the Alzheimer's Disease Association serves 23 counties in the tri-state area. As of February 1986, there are only 1,702 families identified in this area. Using available demographic data, Hamilton County alone had the potential of 7,669-10,257 persons being afflicted with this disorder (State of Ohio, 1983). The contrast in numbers of persons afflicted is the basis of concern giving rise to the Alzheimer's Disease Identification Project.

The aims of this study are to identify patients and families in the 23 county area served by the Alzheimer's Disease Association of Cincinnati and to collect descriptive data through a questionnaire. The questionnaire developed has been tested by twenty families and reviewed by the board members of the Alzheimer's Disease Association of Cincinnati. The questionnaire is comprised of:

- (1) Questions to obtain demographic data about the patient and caregiver.
- (2) Disease history.
- (3) Present condition of the patient.
- (4) A preliminary needs assessment of home care, the caretaker, community resources, and nursing home care.

We would appreciate your participation in the Alzheimer's Identification Project by distributing or mailing the stamped questionnaire to the families known to your office. The number of questionnaires needed will be delivered upon the receipt of the enclosed postcard. The results of the study will be shared with the Alzheimer's Disease Association of Cincinnati and we would gladly send you a copy if desired.

You are welcome to call me, Miss Sarah Waldkoetter (872-5530 or 872-5513 for messages) with any questions or comments about this study. Thank you for your support of this project.

Sincerely,

Sarah M. Waldkoetter
Assistant Professor of Nursing

Gregg Warshaw M.D.
Medical Advisor
Alzheimer's Disease Association

SMW:jy





THEORY OF ADMINISTRATION

FINAL EXAMINATION

SARAH M. WALDKOETTER

*Substantive analysis
I found!*

One could make an analogy of the development of an educational executive with cooking. The recipe is considered a cooking formula for the materials to be used and the methods of combining them; there is a formula for the process and the development of an executive which also gives the ingredients and methods of combining them with alternatives that could be used to adapt it to the situation, institution and individual styles of the executive. There must be a blending of ingredients and the executive to have successful outcomes. Ingredients from both include: philosophy, goals, objectives, theories and concepts leading to the framework aimed toward a positive learning environment. The school, organization. My selection of concepts will be based on my development as an executive in a school of nursing. All twenty of the concepts apply to nursing administration, which made the decisions of the extent to which they apply a very difficult assignment.

MOST RELEVANT

LEAST RELEVANT

Submitted in Partial fulfillment of the requirements for
Administrative Theory

1. Administrative Theory
2. Human Resources Development
3. Community Relations
4. Bureaucratic-Professional Conflict
5. Structural-Functional Conflict
6. Contingency Theory
7. Hygiene Seekers-Motivation Seekers
8. Political Systems
9. Artificial Intelligence in Organization

18-210-772
University of Cincinnati
December 15, 1980

THEORY OF ADMINISTRATION
FINAL EXAMINATION

BY

SARAH M. WALDKOETTER

Submitted in Partial fulfillment of the requirements for
Administrative Theory
18-210-772
University of Cincinnati
December 12, 1980

MOST RELEVANT

1. Substantive goals-Instrumental goals:

According to Sergiovanni **INTRODUCTION**, the substantive goals of the One could make an analogy of the development of an educational executive with cooking. The recipe is considered a cooking formula for the materials to be used and the methods of combining them, on there is a formula for the process in the development of an executive which also gives the ingredients and methods of combining them with alternatives that could be used to adapt it to the situation/sed institution and individual styles of the executive. There must be a blending of ingredients from the institution and the executive to have successful outcomes. Ingredients from both include: philosophy, goals, objectives, theories and concepts leading to the framework aimed toward a positive learning environment. or the school, objectives and My selection of concepts will be based on my development as an executive in a school of nursing. All twenty of the concepts apply to nursing administration, which made the decisions of the extent to which they apply a very difficult assignment. pects of nursing from

*Interesting analogy
v. good!*

MOST RELEVANT

1. Substantive goals-instrumental goals
2. Human Resources Developer
3. Community Resources Developer
4. Bureaucratic-Professional Conflict
5. Structural-Functional Conflict

LEAST RELEVANT

1. Locals-Cosmopolitans
2. Contingency Theory
3. Hygiene Seekers-Motivation Seekers
4. Political Systems in programs
5. Artificial Intelligence in Organization

expertise. The administrator does have some control in this area by providing faculty with the time to attend appropriate meetings, classes

INTRODUCTION

One could make an analogy of the development of an educational executive with cooking. The recipe is considered a cooking formula for the materials to be used and the methods of combining them. There is a formula for the process in the development of an executive which also gives the ingredients and methods of combining them with alternatives that could be used to adapt it to the situation. Institution and individual styles of the executive. There must be a blending of ingredients from the institution and the executive to have successful outcomes. Ingredients from both include: philosophy, goals, objectives, theories and concepts leading to the framework aimed toward a positive learning environment.

My selection of concepts will be based on my development as an executive in a school of nursing. All twenty of the concepts apply to nursing administration, which made the decisions of the extent to which they apply a very difficult assignment.

LEAST RELEVANT

1. Substantive goals-instrumental goals
2. Human Resources Developer
3. Community Resources Developer
4. Bureaucratic-Professional Conflict
5. Artificial Intelligence in Organization

MOST RELEVANT

1. Local-Cosmopolitans
2. Contingency Theory
3. Hygiene Seekers-Motivation Seekers
4. Political Systems
5. Artificial Intelligence in Organization

and personal clinical practice MOST RELEVANT is a matter of faculty

utilization which will determine the actual outcome of the utilization
1. Substantive goals-Instrumental goals:

According to Sergiovanni and Carver, the substantive goals of learning or the enrichment of the students experience/education, the school are what differentiate it from other organizations and

institutions, represent the hopes and aspirations of society, and provide the blueprints for curriculum development, implementation

As I referred to Miles table of "Normative Compliance Strategies" and evaluation while instrumental goals guide action.

In the realm of nursing education, the substantive goals of administration, faculty and students are concerned with the expressed approach to the innate positive qualities and abilities of faculty and assumed needs of patients and their families. Society as a whole, and other institutions such as hospitals, clinics, etc. clearly define their expectations of the schools both in terms of community self confidence and self esteem in order to implement or incorporate interactions and the end products (registered nurses).

We have developed a philosophy, goals for the school, objectives

Administrators come and go as I have experienced during my working ^{educators} those appear to have the most cooperation and nursing process with its four steps: 1) assessment, 2) planning, 3) implementation and 4) evaluation is utilized by all levels within the school and is adaptable to all aspects of nursing from the administrators, who are viewing the school as a whole, to students who are working on a one-to-one basis with patients.

The ultimate goal is to provide quality health care to all.

Instrumental goals are expressed in the philosophy of ongoing ^{practices} faculty development through the use of continuing education programs

In schools of nursing, the faculty consists of individuals with expertise in each area of practice. They are the parts which comprise the whole of the generalist vs the specialist thrust of providing faculty with the time to attend appropriate meetings, classes

MOST RELEVANT

1. Substantive goals-instrumental goals:

According to Zervigovanni and Carver, the substantive goals of the school are what differentiate it from other organizations and institutions, represent the hopes and aspirations of society, and provide the blueprints for curriculum development, implementation and evaluation while instrumental goals guide action.

In the realm of nursing education, the substantive goals of administration, faculty and students are concerned with the expressed and assumed needs of patients and their families, society as a whole, and other institutions such as hospitals, clinics, etc. clearly define their expectations of the schools both in terms of community interactions and the end products (registered nurses).

We have developed a philosophy, goals for the school, objectives and resulting curriculum design to meet these expressed needs. The nursing process with its four steps: 1) assessment, 2) planning, 3) implementation and 4) evaluation is utilized by all levels within the school and is adaptable to all aspects of nursing from the administrators, who are viewing the school as a whole, to students who are working on a one-to-one basis with patients.

The ultimate goal is to provide quality health care to all. Instrumental goals are expressed in the philosophy of ongoing faculty development through the use of continuing education programs and continued clinical practice in the individual faculty's area of expertise. The administrator does have some control in this area by providing faculty with the time to attend appropriate meetings, classes

and personal clinical practice sessions. It is a matter of faculty motivation which will determine the actual outcome of the utilization of the time provided. The provision of time does not insure learning or the enrichment of the students experience/education.

2. Human Resources Developer:

As I referred to Miles table of "Normative Compliance Strategies" on pages 47-48, I came to value the importance of this concept as related to nursing. Both Miles and McGregor take a more positive approach to the innate positive qualities and abilities of faculty and students however, the administrator must not be caught in the desire for ultimate power and authority but have a strong sense of self confidence and self esteem in order to implement or incorporate this concept in his/her leadership style.

Administrators come and go as I have experienced during my working years. Those appear to have the most cooperation and satisfaction of faculty, staff, students and community have seemingly been those with the ability to involve others in decision making and planning and then making the final decision with all of this data before them. Job and role satisfaction go up because faculty feel that their contributions do make a difference, production and creativity increase and overall morale increases. I have noted at the same time, respect for the administrator increases.

In schools of nursing, the faculty consists of individuals with expertise in each area of practice. They are the parts which comprise the whole of the generalist vs the specialist thrust of

prize the whole of the generalist vs the specialist thrust of

expertise in each area of practice. They are the parts which com-
In schools of nursing, the faculty consists of individuals with

the same time, respect for the administrator increases.

creativity increase and overall morale increases. I have noted at
that their contributions do make a difference, production and

before them. Job and role satisfaction go up because faculty feel

planning and then making the final decision with all of this data

been those with the ability to involve others in decision making and

satisfaction of faculty, staff, students and community have seemingly

working years. Those appear to have the most cooperation and

Administrators come and go as I have experienced during my

this concept in his/her leadership style.

self confidence and self esteem in order to implement or incorporate
desire for ultimate power and authority but have a strong sense of

and students however, the administrator must not be caught in the

approach to the innate positive qualities and abilities of faculty

related to nursing. Both Miles and McGregor take a more positive

on pages 47-48. I came to value the importance of this concept as

As I referred to Miles table of "Normative Compliance Strategies"

2. Human Resources Developer:

learning or the enrichment of the students experience/education.

of the time provided. The provision of time does not insure

motivation which will determine the actual outcome of the utilization

and personal clinical practice sessions. It is a matter of faculty

or really to
must understand
with some
from the
faculty
included help

1/20

baccalaureate education. Those in administrative positions⁵ generally have nursing expertise in only one area of nursing, therefore it is of importance, especially in regard to curriculum development and decision making to call on other faculty to participate.

I cannot imagine the authoritarian approach as ever being successful in a school of nursing.

*Could depend on situation
+ goals of admin
Consider a school or
program in shambles ??*

3. Community Resources Developer:

Schools of nursing exist as a result of the community needs for health promotion and health care during illness. Both the schools of nursing and the community must share a common goal of maintaining a "healthy community". Although we have a unique body of knowledge to be taught, and the community has a need for our product, a cooperative effort and environment is necessary. In order for students to gain experiences unique to the program, agencies and individuals in the community must give permission for the students and faculty to practice there. On the other hand, since the students could not be practitioners after graduation with only a theoretical background, the community would have difficulty in maintaining a staff without them.

It would be a tragedy for the administrator to assume that the community had nothing to offer. Members of the community are both the employers and recipients of the graduated nurses and they are sized and their energies channelled in a constructive direction. A sense of unification toward the common goal of quality education is reality based need assessment of their needs and can either support directly influenced by the administrator's leadership style and or in some cases destroy a school of nursing by withdrawing clinical practice areas if they are not allowed to offer suggestions and

2
background education. Those in administrative positions generally have nursing expertise in only one area of nursing, therefore it is of importance, especially in regard to curriculum development and decision making to call on other faculty to participate.

I cannot imagine the authoritarian approach as ever being successful in a school of nursing.

3. Community Resources Developer:

Schools of nursing exist as a result of the community needs for health promotion and health care during illness. Both the schools of nursing and the community must share a common goal of maintaining a "healthy community". Although we have a unique body of knowledge to be taught, and the community has a need for our product, a cooperative effort and environment is necessary. In order for students to gain experiences unique to the program, agencies and individuals in the community must give permission for the students and faculty to practice there. On the other hand, since the students could not be practitioners after graduation with only a theoretical background, the community would have difficulty in maintaining a staff without them. It would be a tragedy for the administrator to assume that the community had nothing to offer. Members of the community are both the employers and recipients of the graduated nurses and they are the most knowledgeable of their needs. They have a keen interest and reality based need assessment of their needs and can either support or in some cases destroy a school of nursing by withdrawing clinical practice areas if they are not allowed to offer suggestions and

Could depend on situation
+ goals of school
university or school for
program in administration

Not for
goals for
university
program in
administration
1/7/32

participate in the planning and evaluation of the nursing program.

2. Contingency Theory:

The school does exist for the community and its students. The role

of the administrator is to promote strong community relationships. *More*

Sergiovanni and Carver suggest that the school executive acts mentioned this theory in their texts which are widely used in courses in a liaison role with the community. In the previous paragraphs in Nursing Administration.

I hope that I have cited some important areas related to this role

Although the contingency theory is concerned with organizational in the area of schools of nursing.

and situational differences and the assumption that the uniqueness of the organization responds to the world at large, one could say that

LEAST RELEVANT

this theory is indeed relevant to schools of nursing. Each school is

1. Locals-Cosmopolitans: development and practice methods however,

they Although I can see the usefulness of Gouldner's six types of delivery teachers in terms of the administrators' identification of sources

of potential or identified problems, I feel that there would be a

true danger in stereotyping individuals. Some may vary in their positions on issues depending on the very nature of the issue or own

problem at hand. This stereotyping would or could also lead to the "self fulfilling prophecy" if the administrator expects a certain

behavior, it will occur in the teacher's behavior. *OK* *18/20* environment and the

serv Presthus' patterns of accommodation: upward mobiles, ambivalents, and indifferents are seen in all schools. *OK* *18/20*

Each of these types and patterns can serve a useful purpose in the school if they are recognized and their energies channelled in a constructive direction. A

sense of unification toward the common goal of quality education is directly influenced by the administrator's leadership style and

abilities. *OK* *18/20* berg's concept as discussed in our text, does have relevance to schools of nursing however, I feel that faculty in schools of

2. Contingency Theory:

participate in the planning and evaluation of the nursing program. The school does exist for the community and its students. The role of the administrator is to promote strong community relationships. Seriovanni and Carver suggest that the school executive acts in a liaison role with the community. In the previous paragraphs I hope that I have cited some important areas related to this role in the area of schools of nursing.

LEAST RELEVANT

1. Local-Cosmopolitans:

Although I can see the usefulness of Goulbner's six types of teachers in terms of the administrators' identification of sources of potential or identified problems, I feel that there would be a true danger in stereotyping individuals. Some may vary in their positions on issues depending on the very nature of the issue or problem at hand. This stereotyping would or could also lead to the "self-fulfilling prophecy" if the administrator expects a certain behavior, it will occur in the teacher's behavior. Presthus' patterns of accommodation: upward mobility, ambivalents, and indifferents are seen in all schools. Each of these types and patterns can serve a useful purpose in the school if they are recognized and their energies channeled in a constructive direction. A sense of unification toward the common goal of quality education is directly influenced by the administrator's leadership style and abilities.

2. Contingency Theory:

It was interesting to note that neither Barbara Stevens, The Nurse as Executive nor Warren Stevens, Management and Leadership in Nursing mentioned this theory in their texts which are widely used in courses in Nursing Administration.

Although the contingency theory is concerned with organizational and situational differences and the assumption that the uniqueness of the organization responds to the world at large, one could say that this theory is indeed relevant to schools of nursing. Each school is unique in its curriculum development and practice methods however, they share the common goal of health promotion and health care delivery in its highest form.

Individual teachers with recognized expertise are often the designers of courses and practice components in their own areas which increases their own level of knowledge and in a sense meets their own needs. This is then shared with students and in some cases affiliating institutions.

18/20
The degree of exchange between the educational environment and the service institutions is most often determined by those serving in administrative roles. Try as they may, individuals must have the support of both to meet the far greater need area which is centered in the area of patient care--our very reason for being!

3. Hygiene Seekers-Motivation Seekers:

Herzberg's concept as discussed in our text, does have relevance to schools of nursing however, I feel that faculty in schools of

to schools of nursing however, I feel that faculty in schools of

Herzberg's concept as discussed in our text, does have relevance
3. Hygiene Seekers-Motivation Seekers:

the area of patient care--our very reason for being; support of both to meet the far greater need area which is centered in administrative roles. Try as they may, individuals must have the service institutions is most often determined by those serving in The degree of exchange between the educational environment and the institutions.

needs. This is then shared with students and in some cases afflicting increases their own level of knowledge and in a sense meets their own designers of courses and practice components in their own areas which Individual teachers with recognized expertise are often the

in its highest form. The administration of courses they share the common goal of health promotion and health care delivery unique in its curriculum development and practice methods however, this theory is indeed relevant to schools of nursing. Each school is the organization responds to the world at large, one could say that and situational differences and the assumption that the uniqueness of

Although the contingency theory is concerned with organizational mentioned this theory in their texts which are widely used in courses as Executive nor Warren Stevens, Management and Leadership in Nursing It was interesting to note that neither Barbara Stevens, The Nurse

2. Contingency Theory:

Did all the information in complete?

nursing are motivated by factors both within and external to the work environment. The individual must have internal motivation to provide their own means of job satisfaction such as involvement in their clinical speciality areas in the community as practitioners. The amount of academic freedom in the presentation of goal oriented theory and clinical practice are indeed a result of the school administrator's trust in faculty expertise.

Although I would not want to paint as unrealistic picture of schools of nursing as being without problems and the presence of satisfiers and dissatisfiers, I feel that we do have more opportunities to be involved in all aspects of decision making from assessment through evaluation. As well as this participation, we can involve ourselves with other experts in our fields and often work with them in developing our own area of interest in the community at large.

19/20

There are and always will be those who look at their profession as a job to be done in order to receive a paycheck. Nothing will insure complete satisfaction, little dissatisfaction is expressed and motivation inherent in the self is lacking. Faculty members of this sort are difficult for both faculty and administrators to deal with, particularly if there is an issue of tenure added to the complexity of the problem. Perhaps the first step toward resolution in this situation (it does exist) is to use the humanistic approach and condense McGregor's Theory Y to: "Believe in people, have faith in mankind, and never search for evil".

*negative statement
or
emphasize the positive/good?*

nursing are motivated by factors both within and external to the work environment. The individual must have internal motivation to provide their own means of job satisfaction such as involvement in their clinical specialty areas in the community as practitioners. The amount of academic freedom in the presentation of goal oriented theory and clinical practice are indeed a result of the school administrator's trust in faculty expertise. Although I would not want to paint as unrealistic picture of schools of nursing as being without problems and the presence of satisfiers and dissatisfiers, I feel that we do have more opportunities to be involved in all aspects of decision making from assessment through evaluation. As well as this participation, we can involve ourselves with other experts in our fields and often work with them in developing our own area of interest in the community at large. There are and always will be those who look at their profession as a job to be done in order to receive a paycheck. Nothing will insure complete satisfaction, little dissatisfaction is expressed and motivation inherent in the self is lacking. Faculty members of this sort are difficult for both faculty and administrators to deal with, particularly if there is an issue of tenure added to the complexity of the problem. Perhaps the first step toward resolution in this situation (it does exist) is to use the humanistic approach and condense McGregor's Theory Y to: "Believe in people, have faith in mankind, and never search for evil."

negative statement
 emphasize the positive/

2/8

PART II: OPTION 1: ers, the question of financing schools becomes

After reading the two papers prepared by Dr. Gideonse, only a person who believes in the power of positive thinking and is a devout optimist would dare to apply for the position of principalship in any of the Cincinnati Public Schools. public who has no real knowledge I would have to say that those who made the decision to solve the districts' problems had not read the two documents which clearly stated that the first step toward resolution of the problems would be with the school board, its selection and policies.

As you know, my middle school experiences have been limited to the days when these grades were a part of the elementary school and I was a student. As a senior in high school, I was a substitute teacher for the eighth grade during the illness of a teacher--what an experience! exercised effectively, would increase student, parent and teacher. The middle school should be considered an autonomous unit as well as an integral part of the school district, as well as the Cincinnati Public School system as a whole. In this position it would share in the goals and ideals of excellence in teaching as well as in community service. The goals, as set forth by the School Board, should be examined at the individual school level and become an integral part of the overall goals of the individual schools.

The major factors contributing to the ^{present conditions} existence of schools are really quite interrelated; that of finance and the public perception of inadequacy. to be a very ambitious and unrealistic approach. is a legal question. In schools and teachers are perceived as "not doing their job", through the parents personal experiences, media coverage, teacher peer decision-making process, they will be more willing to participate in

through the parents' personal experiences, media coverage, teacher peer
schools and teachers are perceived as "not doing their job".

of inadequacy.

really quite interrelated; that of finance and the public perception
The major factors contributing to the existence of schools are

an integral part of the overall goals of the individual schools.

Board, should be examined at the individual school level and become

as in community service. The goals, as set forth by the school

would share in the goals and ideals of excellence in teaching as well

Cincinnati Public School system as a whole. In this position it

well as an integral part of the school district, as well as the

The middle school should be considered an autonomous unit as

an experience!

teacher for the eighth grade during the illness of a teacher--what

I was a student. As a senior in high school, I was a substitute

the days when these grades were a part of the elementary school and

As you know, my middle school experiences have been limited to

would be with the school board, its selection and policies.

clearly stated that the first step toward resolution of the problems

the districts' problems had not read the two documents which

I would have to say that those who made the decision to solve

in any of the Cincinnati Public Schools.

devout optimist would dare to apply for the position of principalship

a person who believes in the power of positive thinking and is a

After reading the two papers prepared by Dr. Gidensee, only

PART II: OPTION I:

criticism and employers, the question of financing schools becomes a serious problem. Resolution of the problem of school finances seems to always be through increasing taxes and the struggle to pass school levies. These two negatives (inadequate schools and raising taxes) lead to a constant uphill battle with the public who has no real knowledge of student achievement, amount of money spent per child, actual needs of the schools etc.. *Would knowledge make them vote differently?* The picture of our poor little children who will suffer and with them goes the future of America vs those greedy teachers who are just interested in more money. It is an image that only will be changed through intense efforts to educate the public and to familiarize them with the innermost functioning of the school.

I would react to these two problems by using the human resources model which if exercised effectively, would increase student, parent and teacher participation in the overall functioning of the school. I would propose that the first step would be to contact each family in the local school community, teachers and students either in small groups or through personal interviews to determine the following:

- 1) What is the purpose of the middle school?
- 2) What do you view as its strengths?
- 3) What are its weaknesses?
- 4) What are the problems?
- 5) What suggestions do you have?

This may appear to be a very ambitious and unrealistic approach, but

I feel that if all members of the community who are paying taxes to financially support the schools are included in the evaluation and decision-making process, they will be more willing to participate in

criticism and employers, the question of financing schools becomes a serious problem. Resolution of the problem of school finances

to always be through increasing taxes and the struggle to pass school levies. These two negatives (inadequate schools and raising taxes)

lead to a constant uphill battle with the public who has no real

knowledge of student achievement, amount of money spent per child,

actual needs of the schools etc. The picture of our poor little

children who will suffer and with them goes the future of America versus

those greedy teachers who are just interested in more money. If

is an image that only will be changed through intense efforts to

educate the public and to familiarize them with the innermost

functioning of the school. I would react to these two problems by using the human resources

model which if exercised effectively, would increase student, parent

and teacher participation in the overall functioning of the school.

I would propose that the first step would be to contact each family in

the local school community, teachers and students either in small

groups or through personal interviews to determine the following:

1) What is the purpose of the middle school?

2) What do you view as its strengths?

3) What are its weaknesses?

4) What are the problems?

5) What suggestions do you have?

This may appear to be a very ambitious and unrealistic approach, but

I feel that if all members of the community who are paying taxes to

financially support the schools are included in the evaluation and

decision-making process, they will be more willing to participate in

Is this feasible?
3200 Budget?

other areas as well.

The new development of executive leadership at the local level should be explained to the community members as well as a proposed network of communications to bring information and school issues to the community directly from the school and not from other sources.

all important study

At the time of obtaining answers to the five proposed questions, I would also develop a data bank of resources within the community, eg. a number of retired or single community members who are being taxed for schools and have no children of school age may not view supporting the schools as their responsibility; they don't feel a part of the system. My plan would be to find out what special interests and skills they have which could later be both helpful in the school and help the individuals to be a part of the school community. Just think of those untapped resources which may be a negative force in the path-way of school progress but if given the opportunity, through their participation and contributions, would be a positive force in the support of the school.

You may need help instead of doing this alone.

With this information, a local advisory board could be established to participate with the teachers and principal in developing the school's philosophy, goals, objectives and curriculum. In order to develop a sound curriculum, it will be necessary to assess the level of achievement and backgrounds of the students as well as their needs for successful transition to the high school level. All of these factors must remain within the guidelines of the State of Ohio and the local Board of Directors.

Another approach to improve the credibility of the school would

other areas as well. The new development of executive leadership at the local level should be explained to the community members as well as a proposed network of communications to bring information and school issues to the community directly from the school and not from other sources. At the time of obtaining answers to the five proposed questions, I would also develop a data bank of resources within the community, a number of retired or single community members who are being taxed for schools and have no children of school age may not view supporting the schools as their responsibility; they don't feel a part of the system. My plan would be to find out what special interests and skills they have which could later be both helpful in the school and help the individuals to be a part of the school community. Just think of those untapped resources which may be a negative force in the path-way of school progress but if given the opportunity, through their participation and contributions, would be a positive force in the support of the school. With this information, a local advisory board could be established to participate with the teachers and principal in developing the school's philosophy, goals, objectives and curriculum. In order to develop a sound curriculum, it will be necessary to assess the level of achievement and backgrounds of the students as well as their needs for successful transition to the high school level. All of these factors must remain within the guidelines of the State of Ohio and the local Board of Directors. Another approach to improve the credibility of the school would

the above
of above
highly motivated
and
the

*Is this feasible?
3200 teachers?*

be to gather baseline data on school achievement of the students and then applying McGregor's Theory Y, give the teachers the freedom to select their own texts and methods of teaching the content so long as they remain within the curriculum goals and the course objectives.

*all
bargained
already*

I believe that the school should be responsible for their own budget preparation--who better knows the needs of the school than those in the environment. There should also be, if there is not at this time, a uniform policy for teacher salaries based on educational experience, years of teaching experience and teaching assignments. This would prevent teachers from migrating to schools with higher salaries and perhaps lead to more of an even distribution of teachers at all levels in all schools.

The decision of the number of teachers and type of teaching positions available in the school should be determined through the assessed needs and number of students, goals and curriculum design of the school. As well as numbers of teachers, job descriptions should be written in a three-step process: 1) by teachers presently holding the position, 2) evaluation and revisions by the school committee, 3) submission to the principal and previously described advisory group.

Dr. Gideonse discussed the issue of race as being a major problem. While I am not in favor of mandatory busing of children to accomplish integration, neither do I favor racial or cultural isolation within a given school. The neighborhood schools should be maintained at the highest possible level to insure equal opportunities for all students to have a positive learning environment. If a given community involves its citizens in the activities of the school

community involves its citizens in the activities of the school students to have a positive learning environment. If a given the highest possible level to insure equal opportunities for all a given school. The neighborhood schools should be maintained at integration, neither do I favor racial or cultural isolation within While I am not in favor of mandatory busing of children to accomplish Dr. Gideonse discussed the issue of race as being a major problem. 3) submission to the principal and previously described advisory group. the position, 2) evaluation and revisions by the school committee, be written in a three-step process: 1) by teachers presently holding the school. As well as numbers of teachers, job descriptions should assessed needs and number of students, goals and curriculum design of positions available in the school should be determined through the The decision of the number of teachers and type of teaching in all schools. perhaps lead to more of an even distribution of teachers at all levels prevent teachers from migrating to schools with higher salaries and years of teaching experience and teaching assignments. This would a uniform policy for teacher salaries based on educational experience, in the environment. There should also be, if there is not at this time, budget preparation--who better knows the needs of the school than those I believe that the school should be responsible for their own they remain within the curriculum goals and the course objectives. select their own texts and methods of teaching the content so long as then applying McGregor's Theory Y, give the teachers the freedom to be to gather baseline data on school achievement of the students and

Is this feasible?
3500 teachers?

all
long-term
already

beyond the basketball court or soccer field, I would hope that they develop a sense of pride and responsibility for their school. As progress is shown in terms of student learning, a trusting relationship and more positive attitudes as well as school support should lead to a better school and community environment for all citizens of the community.

As a school administrator, I would exercise authority when necessary but also encourage active participation of others so that my decision would sound.

*Participation is your
message - I agree but
there is so much
more.*

135

~~145~~

180

*It's tough when
community people
are struggling for
survival.*

THE END

beyond the basketball court or soccer field, I would hope that they develop a sense of pride and responsibility for their school. As progress is shown in terms of student learning, a trusting relationship and more positive attitudes as well as school support should lead to a better school and community environment for all citizens of the community.

As a school administrator, I would exercise authority when necessary but also encourage active participation of others so that my decision would sound.

It's tough when community people are stepping for

Participation is important - as much as possible

150
180

THE END

	UNIVERSITY of CINCINNATI
	
	MEDICAL CENTER
	FACULTY
NURSING & HEALTH	
SARAH WALDKOETTER	
<i>Sarah Waldkoetter</i>	



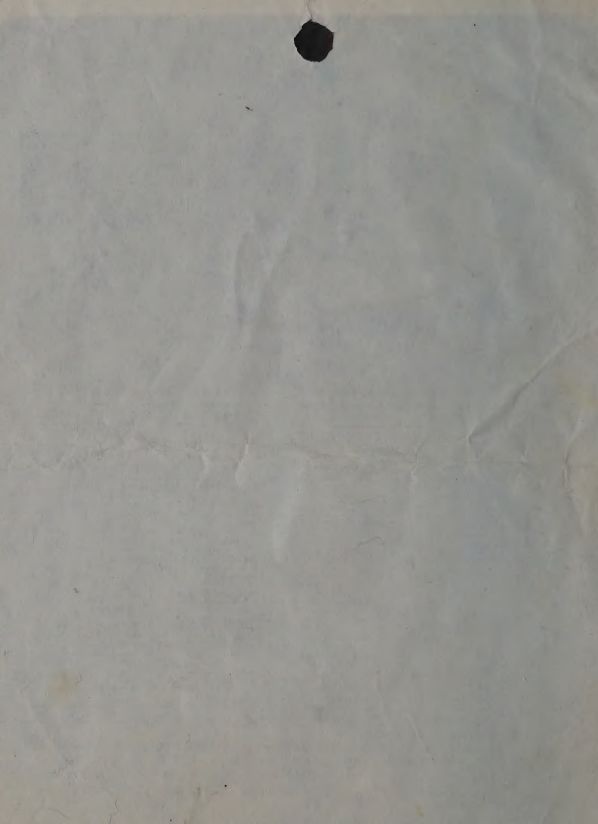
PHOTOGRAPH BY
Suzanne Strax
40 WEST 57 ST.
NEW YORK 19, N. Y.
PL 7-8438

Le Corbusier
King Porter
Maret
Le Corbusier

49



# 1106 Ad		RT 01 VALLORA		Rms 4	Br* Ba*	\$89900	
GREEMANN REAL ESTATE INC 124 S CHESTNUT 522-9235						Agt PAT TOPPE Phone 522-6992 Ofc List# G819	
Const	BRICK	Carpet Y	Stm Dr Y	Living Area 1400+			
Age	UNKN/GOOD	Drapes Y	Stm Wl Y	Approximate Room Sizes			Lv
Design	CONTEMPRY	VinylFI N	Screens Y	LR	14X31	1	
Poss	NEGIBL	Softnr N	Dry Wl Y	DR	20'6X14	1	
TypeWtr	RR WTR	Disp N	Plas Wl N	KIT	10X12	1	
Lot Sz	1.36 AC	Dishw Y	Thermo N	FR	-	-	
Ann Tax	411.68	Refrig N	SanSwr N	BA	FULL	1	
School	BRWTWN	Range Y	Septic Y	BR1	13'6X10'6	1	
Fuel Typ	ELEC	Vent Y	Curbs N	BR2	13'6X15	1	
Ht Type	F/A	A/C C	Sdwks N	BR3	12'6X10	2	
Fdn	BLOCK	A Fan N	Pave St Y	BR4	-	-	
Roof	ROLLED	WBFP Y	Pave Dr N	GAR	1 CAR	ATTACHD	-
Bsm't	FULL-FNSH	Insul Y	FenYd N	Util	-	B	
Fid Haz	N	TV Ant Y	HWH E	Area 6	Status N		
Remarks/Directions THIS LOVELY HOME ON STARVE HOLLOW LAKE. ALSO HAS 22 CAMPING SITES ON THE WATERS EDGE W/WATER & ELECTRICITY. GREAT INCOME PRODUCING. HOUSE HAS COMPLETE KITCHEN & BATH IN BASEMENT. POSSIBLE 2 RENTALS-MUST SEE THIS UNIQUE SET-UP ON LAKEVIEW ESTATES. Legal PT NW SE 4-4-4							
Information Deemed Reliable But Not Guaranteed				Twp/Corp DRIFTW'D		C 2.4	





Sally's Mercedes
450 SE 1973

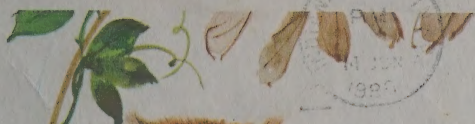
Picture 2-10-01



JPEG image 320x240 pixels



Sally & Mollie & Ginger



Postage and
Fees must be paid by
addressee



Ms. Sally Walckel
Beach view Estate
RR #1 Box 295A
Vallonia, In. 47281

6-14-90

Hi Sally,

Looking forward to seeing
you and all the cousins!
Just Milt and I are coming
all the kids to busy.

We are going to New Mexico
and Colorado tomorrow for a
few weeks, will be back
at Starved Hollow Park on
the 20th of July. Ida Jean
& Dale will be camping too.
I think Mo & Milt & Bobbie
will be down too. Come visit
us. See you soon.

Betty Northcutt

Sally
Would love the



Sally Wald Koetter
or
Hannah

4mlalke-010

The Slideprinter

1-14-90

Ginger







STATE OF INDIANA
HEALTH PROFESSIONS BUREAU

RENEWAL NO. H642596

LICENSE NO. 28034529

SARAH M WALDKOETTER

IS DULY LICENSED AS PRESCRIBED BY INDIANA LAW AS A
REGISTERED NURSE

STATE BOARD OF NURSING

TO ENGAGE IN SUCH PURSUIT UNTIL 10/31/95

UNLESS SUSPENDED OR REVOKED BY LAW.

WRITTEN SIGNATURE *Sarah M. Waldkoetter*
(NOT VALID UNLESS SIGNED IN INK)















The Lord is my Shepherd...



IN MEMORY OF

Grace Waldkroetter

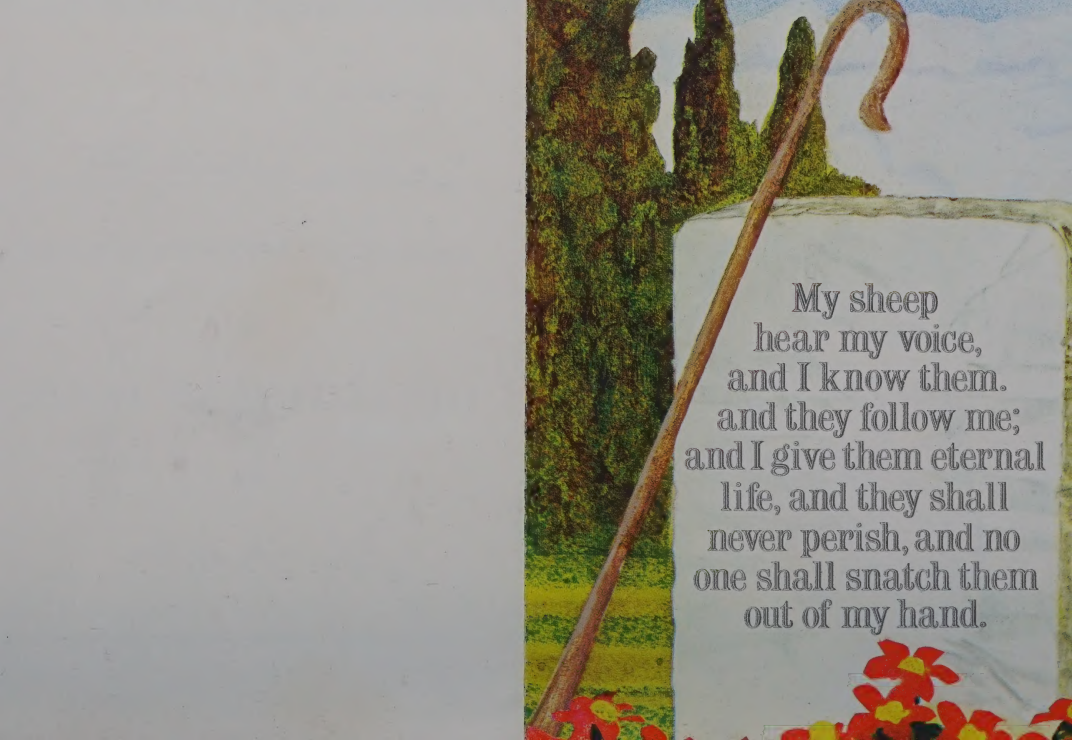
A MEMORIAL CONTRIBUTION HAS BEEN GIVEN

to

THE LUTHERAN HOUR

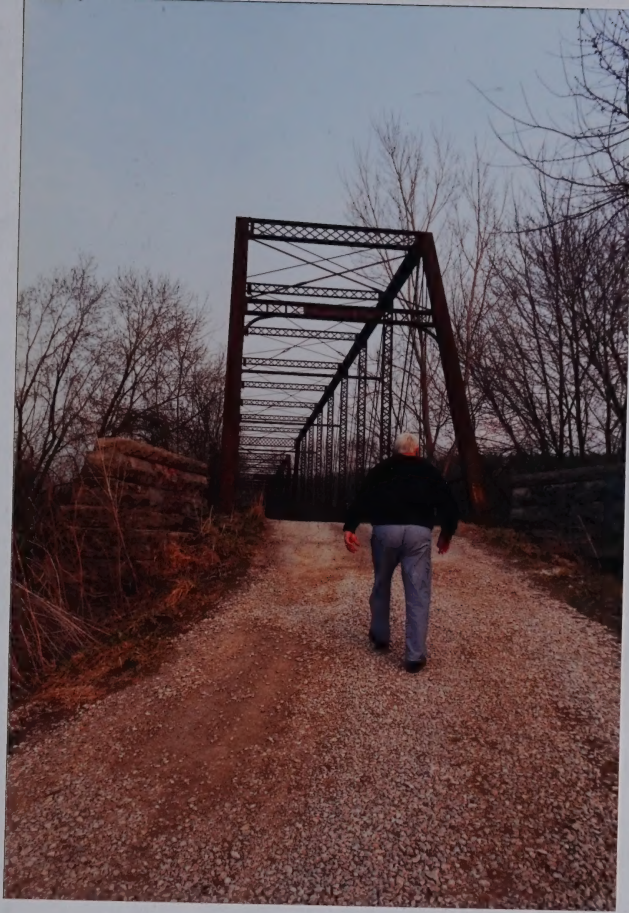
by

Ida Fessler



My sheep
hear my voice,
and I know them.
and they follow me;
and I give them eternal
life, and they shall
never perish, and no
one shall snatch them
out of my hand.



































New Scholarship Will Benefit Nursing Students

A Scottsburg High School graduate who devoted her career to nursing has established a scholarship endowment fund for nursing students, shared Scott County Community Foundation Executive Director Jaime Toppe.

Sarah M. Waldkoetter, better known as Sally to her family and friends, graduated from SHS in 1955. She was a 1959 graduate of Evansville College with a bachelor of science in nursing. In 1965 she graduated from Indiana University with a master of science in nursing and then went on to University of Cincinnati as a doctoral candidate. Sally worked at Babies Hospital, Columbia Presbyterian Medical Center in New York City from 1959 until 1964, and was a professor of nursing at Columbia University in New York City. From 1965 until 1968 she was a professor of nursing at University of Cincinnati and then from 1968 until 1993 she was professor emerita at University of Cincinnati.

Sally was an active member of the Trinity Lutheran Church in Vallonia, where she lived. According to an article in the Seymour Tribune, after her career, Sally then "nursed" a Vallonia landmark back to health. As chairman of the Joe Jackson Hotel Restoration Committee, Sally led the way in restoration efforts of the hotel that was built in 1914.

To show her appreciation for the education and guidance of the faculty of the high school, Sally directed in her estate plan that the Carter/Waldkoetter Nurse Scholarship Fund would provide assistance to graduating seniors who plan to receive a bachelor's degree

in nursing. Sally cared very much for her family and friends, and established this scholarship in memory of Ida Bell Everitt Carter, James Levi Carter, and their descendants who have graduated from Scottsburg High School, as well as her parents, Harry John and Grace Mildred Carter Waldkoetter.

Sally passed away last September at age 81. She donated her house to the Scott County Community Foundation, which was able to sell it recently to provide the funding for the scholarship. The scholarship will be available for Scottsburg High School seniors starting in 2022, and is open to students who have worked during high school to help with college costs.

Visitors to the Community Foundation office can view a painting that Sally donated of the Marshfield School, which was occupied by Sally's parents. Sally shared that Thomas Everitt, her mom's grandfather, was a trustee when it was built.

Sally was remembered by friends and family as a determined, dedicated, kind person who delighted in helping and giving. Her legacy and that of her family name will continue to live on through this scholarship fund and the financial help it will provide nursing students for generations to come.



Grants Available for Youth Projects

The Scott County Youth Grantmaking Council ("YGC") is accepting grant applications to fund youth-related projects in the community. The YGC has over \$4,700 from the Scott County Youth Grantmaking Council Fund and the Terry Fewell Memorial Youth Fund that it may award to projects that benefit youth in Scott County. The maximum amount per request is \$1,000, and grants must be for schools, nonprofit organizations or other charitable causes.

Programs that the YGC will look favorably on will focus on the following six areas: community service (to support programs related to community development, citizen involvement, recreation, and general community programs and projects); social service (to support human service organizations, programs for children, youth, family, and senior citizens); health (to support programs that promote healthy environments for the youth of Scott County); education (to support programs, projects, and scholarship in pre-school, secondary, post-secondary, and special education areas); art (to support the growth and development of youth appreciation for the arts and culture) and leadership (to support the growth of youth leadership abilities). However, consideration of grant requests will not be limited to those areas.

Applications are due Friday, Feb. 28, at 3 p.m. Interviews will take place this spring at the Lifelong Learning Center on Community Way in Scottsburg. All applicants will be notified of the status of their request in March.

The YGC, a program of the Scott County Community Foundation, is made up of students from throughout the community who hold regular meetings, discuss ideas and hold events to raise money, and then give grants to the community for youth-related projects. The goals of the YGC are to provide opportunities for leadership development, provide positive peer support, learn about philanthropy and serving the community, form a partnership with other youth and adults, and grow their endowment fund for the future.

Last year, the YGC awarded \$7,339 in grants to Austin Middle school, Community Action of Southern Indiana, EMPOWER, Scott County 4-H, Scottsburg High School, Scottsburg Middle School, and Warrior Nation Touchdown Club. The YGC has awarded over \$65,000 since its inception.

The application must be completed online, and is available on our website or by contacting our office.

Looking Forward,
Giving Back

Volume 17, Issue 1
Winter 2020

Scott County Community Foundation Community Connection

Inside This Issue

Carter-Waldkoetter Fund

Youth Grants Available

Yellow Rose of Nancy Laird

Fiesta Casino Night

Community Presentation

Board of Directors

Christa West, *Chairman*

Heather White, *Vice Chair*

Melissa Woods, *Secretary*

Daniel Brunner, *Treasurer*

Nancy Barr

Sheila Carter

Steve Gwaltney

Kevin Jentzen

Jami Parks

Chris Routt

Staff

Jaime Toppe,
Executive Director

Charlotte Boswell,
Financial Officer

Lyndie Foster Named 2020 Lilly Scholar



One Scott County student has been named recipient of a full-tuition, four-year scholarship as the Scott County Community Foundation 2020 Lilly Endowment Community Scholar.

Lyndie Foster of Scottsburg High School will receive full tuition to an

accredited public or private nonprofit college or university in Indiana of her choice, and a \$900 yearly stipend for required books and equipment. She joins 38 other Lilly Scholar recipients from Scott County since 1998.

Lyndie is the daughter of Bill and Bobbie Foster of Scottsburg. She is active in 4-H, Venture Scouts, EMPOWER Youth Coalition, cross country, track, wrestling, and more.

She plans to attend the University of Evansville to major in athletic training and Spanish with intentions to enroll in medical school.

"I am so honored to be chosen as the recipient of the Lilly scholarship," said Lyndie. "Relieving the financial burden of college is going to make an incredible impact on my future, opening more doors and bringing more opportunities into reach."

"On behalf of the Community Foundation's Scholarship Committee and Board of Directors, we congratulate Lyndie for being named Scott County's 2020 Lilly Scholar," said Nancy Barr, chair of the committee and board member for

the Foundation. "The finalists were outstanding students and as always, it was a difficult decision for the committee. Lyndie will be a great representative of our community and we know she will be successful in her future endeavors."

Students were judged based on community involvement, extra-curricular activities, work activities, academics, financial considerations, honors and awards, letters of recommendation and two essays. Eight students advanced to the interview portion as finalists. After the scholarship committee narrowed the field to one nominee and two alternates, the finalists' names were submitted to Independent Colleges of Indiana Inc. (ICI) for the selection of the Scott County recipient. ICI is a nonprofit corporation that represents 30 regionally accredited degree granting, nonprofit, private colleges and universities in the state.

The primary purposes of the Lilly Endowment Community Scholarship Program are to help raise the level of educational attainment in Indiana; to increase awareness of the beneficial roles Indiana community foundations can play in their communities; and to encourage and support the efforts of current and past Lilly Endowment Community Scholars to engage with each other and with Indiana business, governmental, educational, nonprofit and civic leaders to improve the quality of life in Indiana generally and in local communities throughout the state.

There were 143 scholarships awarded statewide, and there have been 4,769 students who were awarded scholarships since the inception of the Lilly Endowment Community Scholarship Program. Lilly Endowment has invested over \$405 million into this initiative since 1998.

Dear John & Karen,
Hope all is going well in
Anderson. My how we have missed
seeing you.

I'm sending a Community Foundation
letter to you about our dear
Sally's scholarship. She was a
wonderful girl and will leave
a great impact in our
community for years to come.

I had a nice conversation
with Mike this week along
with a few stories of his
childhood - It was a fun time.

We are doing great with the
addition of our grandson living
with us. He is eighteen.
Will try for a get-together in
the spring.

Love you,
Mary Beth & Bill



DATE APPLIED 8-25-59		STATE OF INDIANA OPERATOR'S LICENSE		LICENSE NUMBER W 432-758 586 605	
NAME IN FULL Sarah		FIRST Margaret		MIDDLE Waldkoetter	
STREET ADDRESS R. R. 2					
CITY OR P. O. LEGAL ADDRESS Scottsburg, INDIANA					
RACE Wh	COLOR EYES Brn	WEIGHT 165	COLOR HAIR Brn	HEIGHT 5-7 1/2	SEX Fem
DATE OF BIRTH 8-2-1937					LICENSE EXPIRES 8-31-61
FOUR YEAR RE-EXAM. DUE IN Aug. 1963					
WRITTEN SIGNATURE <i>Sarah M. Waldkoetter</i>					
RESTRICTIONS					
CONTACT LENSES OR CORRECTIVE GLASS					
THE ABOVE LISTED ISSUED SUBJECT TO RESTRICTIONS NOTED					
State Fee 1.00 Branch Fee .50					
LICENSE STOP					

Rayden C. Gilbert
 COMMISSIONER OF
 MOTOR VEHICLES





0-
05

EVERY
EASTER
holds the promises
of that first
EASTER MORNING—
the power
of
HOPE,
the beauty
of GOD'S
GRACE,
the strength
of HIS
LOVE.

from AMERSON CINETICS

Just for you!



16867968
WE01435-04H
©MGC, LLC

May the miracles
of Our Lord
bless your life
and fill your heart
with joy.

Happy Easter

Love

Sally & Hannah



THANK
YOU


STATIONERY

BM2066B

© HALLMARK LICENSING, INC.
MADE IN U.S.A.

Hallmark.com

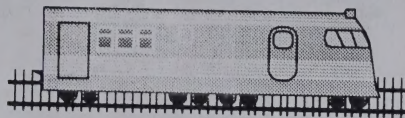
John & Karen,

It was so nice to have you at our 50th celebration! Thank you for the anniversary plate, it looks nice on our hutch.

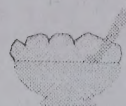
I hope you are able to get to Starve Hollow more often and relax!

Thanks again,
Jerry & Ruzannah

Whistle Stop



Grand Opening!



Ice Cream Shop

Saturday, June 20, 1998
Vallonia, Indiana

— 4pm

Hometown Folks Friend stays on track

■ Ice cream shop
planned long ago

By AUBREY WOODS

Tribune Senior Writer

When Sally Waldkoetter decided to retire in 1992, she didn't have to look real hard for a place to settle down.

"We were camping at Starve Hollow Lake and we saw this lakefront house for sale," Waldkoetter said.

"So we bought it."

That outing was back in 1992. It brought Waldkoetter and her friend, Judy Hanners, from Cincinnati, where Waldkoetter was a professor at the University of Cincinnati, back to the county where both were born.



Tribune photo by Aubrey Woods

■ Sally Waldkoetter, right, operates her business in Vallonia with the help of Ciji Fleetwood, a Salem High School student, and Jessica Likens, a neighbor.

Chamber of Commerce gets a lot of calls from people wanting somewhere to stay a few days," Waldkoetter said. Brownstown, however, doesn't have any hotel rooms either.

Waldkoetter said she decided to open up The Whistle Stop to give families in the area something to do besides leaving for a bigger town. It also gave her something to do.

She said she's lived in several large cities, including New York, but it's nice to live where you know all your neighbors.

"I think Vallonia's kind of adopted me," Waldkoetter said.

"It's a real nice community to live in."

Facts

by Jesse B. Durham, Judge but no plat was recorded until

ench trading post, its name is the French word for "small valley," which became known as Treaty and the chiefs of the Delaware, up a peace treaty in 1813. bration is held each October.

of their prison terms. The decisions are entirely up to the courts, Pattison said.

Vance has denied the four local requests for early release back to the county, Nierman said. And even if he had allowed them, there wouldn't be any room at the local jail and there are presently no halfway house in

middle 80s.

The high and low temperature readings, precipitation reports and level of the East Fork White River are provided by National Weather Service Observer Ruth Everhart of Rockford:

High Friday	89
Low Friday at 9 p.m.	65
Precipitation past 24 hours	.00
Precipitation this month	5.09
Precipitation this year	24.97
White River at 7 a.m.	2.37F
(Flood stage is 12 feet)	
Sunset today	7:27 p.m.
Sunrise Sunday	6:13 a.m.

65 south. Highs near 85 south. Wednesday...Partly cloudy. Lows to 65 to 70 south. Highs around 85 north and near 90 south.

Temperatures indicate previous day's high and overnight low to 8: a.m. EDT.

City	Hi	Lo	Ot
Albuquerque	87	68	cd
Anchorage	60	51	cd
Atlanta	88	70	cd
Atlantic City	82	67	cd
Baltimore	84	68	cd
Boston	72	65	cdy
Buffalo	78	64	cdy
Charlotte, N.C.	88	66	cd
Cheyenne	86	62	cd

OBI

Carl Irwin Phillips

April 1, 1909-Aug. 26, 1999

Carl Irwin "Fish" Phillips, 90, of Seymour died at 12:45 p.m. Thursday, Aug. 26, 1999, at Heritage House of Seymour.

Mr. Phillips was a member of Central Christian Church and attended First Church of the Nazarene in Seymour. He worked at Phillips Fish Stand, was a service station operator and was a motor route carrier for The Tribune for 38 years. He was the oldest former member of the Seymour Owls basketball team.

Born April 1, 1909, in Bartholomew County, he was a son of Homer and Bertha Prewitt Phillips. On Oct. 9, 1946, in Columbus, he mar-

ried Eunice Crystal Suthe land, and she survives.

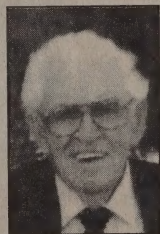
Other survivors include two sons, Fred Phillips, Madison Wis., and Joe Phillips, Seymour; a daughter, Mary Eller Wilson, Lawrenceburg; four grandchildren, Brandon Phillips, Malinda Phillips, Holli Palmer and Bob Wilson; and a great-grandchild.

He was preceded in death by a sister, Dorothy Rebber.

The Rev. B.G. Wiggs and the Rev. Garrett Mills will conduct services at 1 p.m. Monday at Voss and Sons Funeral Service, Voss Chapel, Seymour. Burial will take place at Riverview Cemetery Seymour.

Friends may call from p.m. to 6 p.m. Sunday and from 11 a.m. until time of service Monday at the funeral home.

Memorials may be given to First Church of the Nazarene



■ Phillips

Today's scores



Seymour	38
Columbus East	6
Brownstown Central	35
Springs Valley	8
Greensburg	16
Jennings County	9

For the full report, see Page 7A

Now you know

Today is Saturday, Aug. 28, the 240th day of 1999. There are 125 days left in the year.



Today In History:

On Aug. 28, 1963, Dr. Martin Luther King Jr., delivered his "I Have a Dream" speech at the Lincoln Memorial during a peaceful civil rights rally of some 200,000 people in Washington.

Birthdays:

Baseball manager Lou Piniella is 56.

Today's thought:

"The opposite of love is not hate, it's indifference. The opposite of art is not ugliness, it's indifference. The opposite of faith is not heresy, it's indifference. And the opposite of life is not death, it's indifference."

— Elie Wiesel
Romanian-born journalist and author

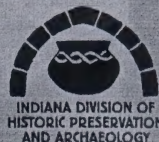
INSIDE

Accent	5A
Business	4A

Preserving Indiana

fall/winter 2010

DNR
Indiana Department of
Natural Resources



Final issue of *Preserving Indiana*

Malia Vanaman, Editor

Due to the cost of preparing, printing, and mailing, and current budget constraints, this will be our final printed issue of *Preserving Indiana*. As the State and the DNR weather the current economic conditions, the DHPA must be especially careful stewards of our state and federal funding. The electronic options available offer both significant cost savings, and more timely communication.

The e-newsletter, *Eavesdropping*, will be published every other month. If you haven't signed up for *Eavesdropping* yet, go to www.in.gov/dnr/historic and click on "Subscribe to electronic newsletters."

The DHPA website is updated regularly with new preservation and archaeology information. You can sign up to receive e-mail alerts when the National Register and Calendar of Events are updated by going to those pages and clicking the appropriate button at the top of the page.

The DHPA appreciates the interest in preservation and archaeology of the more than 4,000 *Preserving Indiana* subscribers. We hope you'll continue to visit our website and sign up for electronic updates about preservation and archaeology news in Indiana.

Preserving Historic Places conference comes to Indianapolis in 2011

Jeannie Regan-Dinius, Director of Special Initiatives

Preservationists will flock downtown on April 6-8, 2011, when Preserving Historic Places: Indiana's Statewide Preservation Conference comes to the Circle City for the first time in the event's 40-year history.

The 2011 conference is on track to be the largest and most content-rich event yet. Keynote speakers include Stanley Lowe, notable neighborhood advocate and speaker on preservation and urban revival; John Stilgoe, Harvard professor and noted author of books such as *Outside Lies Magic: Discovering History and Inspiration in Ordinary Places*, *Train Time: Railroads and the Imminent Reshaping of the United States Landscape* and *Borderland: Origins of the American Suburb, 1820-1939*; Donovan Rypkema, noted economist who discusses the economic benefits of preservation; and Wayne Donaldson, newly appointed chair of the Advisory Council on Historic Preservation.

A plenary panel will discuss "green" goals, historic preservation and Leadership in Energy & Environmental Design (LEED) certification. Panelists will include Wayne

A historic postcard depicts Washington Street, a main thoroughfare in downtown Indianapolis. (Image DHPA).

Conference continued on page 9



WASHINGTON STREET, LOOKING EAST, INDIANAPOLIS, IND.

Award for Outstanding Grant-Funded Rehabilitation

The other award for grant-funded rehabilitation recognized Fort Vallonia Days Association for its rehabilitation of the Joe Jackson Hotel in Vallonia. The two-story, brick hotel was built in 1914 and had housed a barbershop on the first floor and sleeping rooms upstairs. Although deteriorated, the hotel had not changed much in the 70 or so years before the Fort Vallonia Days Association, Inc., bought it in 1999. Initially, the Association considered demolishing the hotel, but member Sally Waldkoetter formed the Joe Jackson Hotel Committee to explore options to restore it.

The hotel was listed in the National Register in June 2005. Unfortunately 2005 was also when the southeast corner of the roof collapsed. The interior had to be gutted, and the side walls reinforced with steel girders to stabilize the framework. In 2006, the committee received a competitive Historic Preservation Fund grant award for \$20,920 for masonry rehabilitation on the upper portions of the building and installation of a new roof structure.

In 2008, Fort Vallonia Days applied for a second HPF grant for \$50,000. This project repointed 95 percent of the masonry, repaired and reset the limestone coping and masonry parapet, framed the interior walls and rooms and two staircases, and restored the façade, specifically a mahogany storefront including new doors, tempered glass, and stile and rail framing. In addition, the Association installed an insulated roof, restored and painted six double-hung windows on the main façade, and installed two doors on the East façade. The hotel turns 100 in 2014, and the committee plans to keep working toward its complete restoration. The commitment of this group of motivated volunteers has truly paid off.



Award for Outstanding Certified Historic Homeowner Rehabilitation

New this year, this award recognized Brian and Emily Mack for their outstanding rehabilitation of the Carlos & Anne Recker House, located in Irvington on Indianapolis' east side.

Constructed in 1908, the Recker house was built according to plans from the 1905 series of homes published in Gustav Stickley's "The Craftsman" magazine, through which construction plans were marketed by mail. Although there are many Craftsman-style houses in Indianapolis, this is the only house in the city documented to actually have been designed by Stickley's architectural staff, and one of only two found in the state.

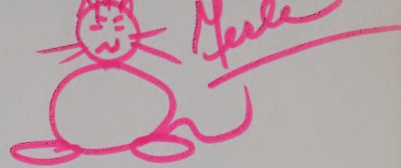
The building had been altered on the exterior by application of aluminum siding, and some unfortunate remodeling also removing some interior Craftsman features. Informed by an available photograph (c. 1940), current owners Brian and Emily Mack have restored the original shingle-above-clapboard siding including the reconstruction of carpentry details altered by the aluminum installers.



Awards continued on page 6

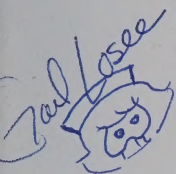
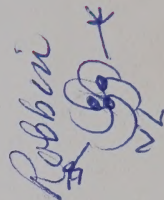


Denise Buckawick ©



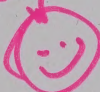
Raggy (Reds) minus

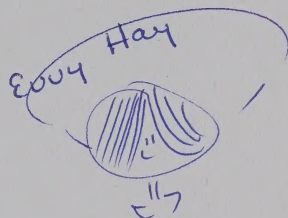
Kathy Apfel



Jacki Syler -----

Dianne Alexander

Joni (Sailer) Eisenhower




Norma Simmons
(Na Cl, H₂O)

The white shoe polish
industry loves us!
- Pabish

Lucille Hamilton

Ellen Liston

money Herminus
(rememberers...)

Jeanie
Hester

HAPPINESS IS

YE OLDE GROUPE A

&

Aunt Sal

with a
wish and a
prayer

CELEBRATION
GREETINGS.



Illustration by
Lib Cummings ©1983
Design by
Roberta Mongeau

85-TKT7150
MADE IN USA
©1984 Celebration Greetings
125 Canada

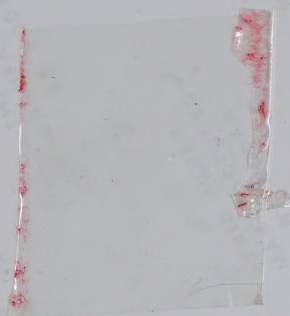


The blessing of the Lord be
upon you.

Psalm 129:8

...and God bless you.

I just want to let
you know that I thought
you were a terrific instructor.
You made sure we learned,
but you also made learning
fun! I could tell that you
were not only concerned about
us learning, but also about
us as individuals. Thanks
for caring!
Mary Eiser



The blessing of the Lord be
upon you.

Psalm 129:8

...and God bless you.

I just want to let
you know that I thought
you were a terrific instructor.
You made sure we learned,
but you also made learning
fun! I could tell that you
were not only concerned about
us learning, but also about
us as individuals. Thanks
for caring!
Mary Eiser



Marianne M. Aey



Jennifer Albert



Linda Allen



Jeannette Spero
Dean



Marie Spruck
Asst. Dean



A. Renee' Van Winkle
President



D. A. Sievers-White
Vice President



Debra A. Willenbrink
Treasurer



Pamela M. Luehrman
Secretary



Edward Herzog
Class Advisor



Sarah Waldkoetter
Class Advisor



Elizabeth Amico



Kay D. Atkins



Teresa Lynn Bailey



Tom Baker



Teresa Lynn Bauer



Bonnie Jane Beach



Linda Mae Bowman



Michele L. Branham



Kathleen M. Condo



Susan Connor



Melanie Cougarstar



Reba Crowell



Janicyn Dunbar



Nancy R. Gati



Nancy Gildenblatt Kahn



Carole G. Goffena



Victoria Base-Smith
Grootegoed



Tracy Hamblen-Johnston



Jennifer Hobt



Deborah L. Howard, R.N.



Patricia M. Huber



Lora M. Hudepohl



Kathy A. Huningford



Kim M. Hunt



Becky Hutton



Marsha Iding



Amy Inwood



William A. Jansak



Mary Lou Ellis-Jones



Deborah A. Junkunz-Haggerty



Joyce Yvonne Kelly



Susanne Kay Kitchen



Michael P. Knecht



Mary Adelaide Koran



Gina Lucas



Terri A. Martin



Susan Renee McIntosh



Connie Meeks



Dinise K. Miller



Cynthia M. Millikan



Michael David Millyo



Diane Marie Moore



Sonya Moore



Sharon Morris



Valerie A. Mott



Elaine J. Muehlauer



Lina Newman



Rebecca A. Niemeier



Laura M. Nofziger



Pamela M. Palazzolo



Beth Pickerel



Lisa Pompeii



Sammie G. Rainey



Carmen V. Rice



Barbara Rich-Halper



Lisa Marie Rizzo



Melony Rosen



Rigina Scott-Embry



Beverly Silberman



Donna Singer



Donna M. Smith



Sara E. Specht



Diana L. Taylor

Not Pictured:

Jill Binford
Debra Dewart
Carol Gillespie
Anna Klosterman
Brian Owens
Pamela Phares
Mary Schroth



Diane Thomas



Victoria J. Tippitt



Jeanie Trevis-Rall



Kimberly J. Turner



Mona Michele VanHook



Elizabeth Walker



Alberta G. Warner



Constance L. Welsh



Diann M. Westendorf



Margaret A. Wheatley



Jamie Hope Wise



Annette Young-Sester



Rick Foster

Nancy Shaw
Ruth Simpkins
Velda Smiley
Rita Gecas
Janice Bicknaver
Daniel Toole
Jeanette Ann Wiesner
Barbara Ehrhardt

University of Cincinnati
College of Nursing and Health



Kimberly Sue Brinkman



Karen Lynn Bruno



Molly E. Burke



Helen Canfield



Mary Charles-Kaplan



Laura M. Fitzpatrick



Diane L. Fobes



Robert Fortman



Michele French-Fishbough



Roger R. Gage



Kelly F. Hammond



Kimberly S. Harmeyer



Nancy Hawes

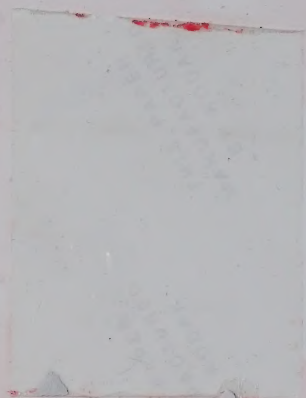


Rebecca A. Haworth



Deborah Hepfinger

Sally









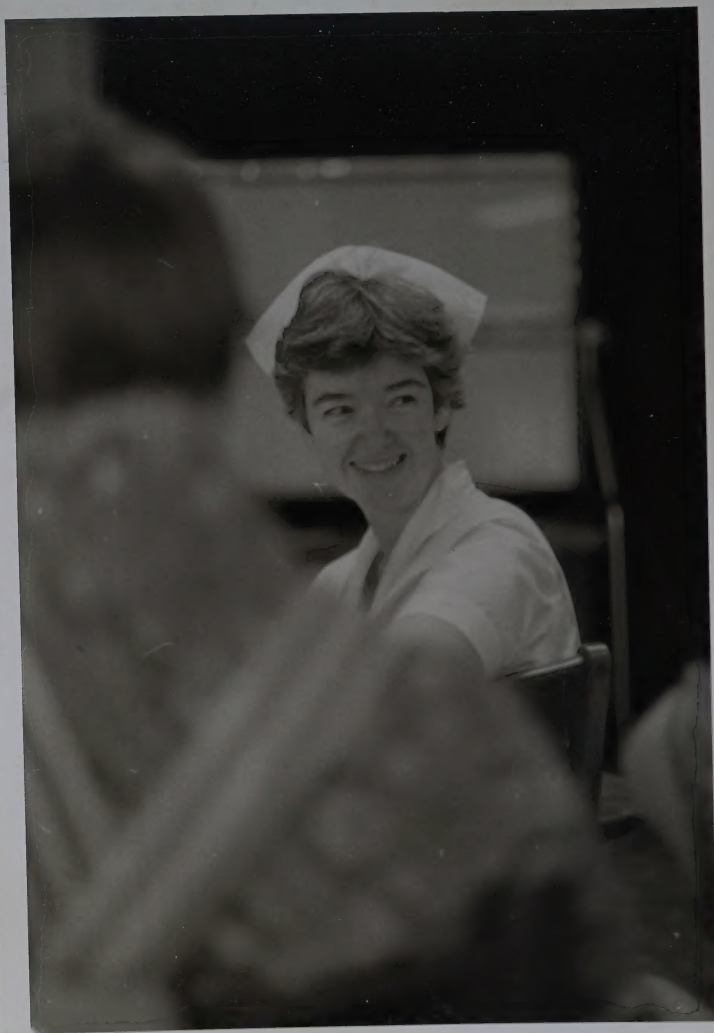
























Original
PHOTOGRAPHY
by

Marcia B. Walker

Photos from 2008

A612HC09

 Printed on Recycled Paper with Soybean Based Inks

Reg. U.S. Patent 5,303,487 © 2008 Photographer's Edge, Inc. Colorado Springs, CO

www.PhotographersEdge.com • 1-800-550-9254

DECEMBER 2009

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12 Hanukkah
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31 New Year's Eve	Christmas Day	



FEBRUARY 2009

SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
	Presidents' Day					Valentine's Day
22	23	24	25	26	27	28
		Ash Wednesday				

JANUARY 2009

SU	M	T	W	TH	F	S
				1	2	3
				New Year's Day		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
	Martin Luther King, Jr. Day					
25	26	27	28	29	30	31



APRIL 2009

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
Palm Sunday				Passover	Good Friday	
12	13	14	15	16	17	18
Easter						
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2009

SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
		St. Patrick's Day				
22	23	24	25	26	27	28
29	30	31				



MAY 2009

SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
Mother's Day						
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Memorial Day					

JUNE 2009

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
Flag Day						
21	22	23	24	25	26	27
Father's Day						
28	29	30				



JULY 2009

SU	M	T	W	TH	F	S
			1	2	3	4 Independence Day
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



AUGUST 2009

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29





OCTOBER 2009

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 Columbus Day	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31 Halloween

SEPTEMBER 2009

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19 Rosh Hashanah
20	21	22	23	24	25	26
27 Yom Kippur	28	29	30			



SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 Veteran's Day	19	20	21
22	23	24	25	26	27	28
29	30			Thanksgiving Day		

NOVEMBER 2009











Amy's 1st Easter - 9 mos.

KODACHROME PRINT

Made by
Kodak
AUG. 1931

Amy 9 mos.

KODACHROME PRINT
Made by
Kodak
AUG. 1931



Amy Stoeck's 1st Birthday

Maria Buck
Pat Sam



Amy Storer's

Rabbin Clark & Me

L & R

Eug Hay

Noema Simmons

Reg Myers



L → R

Gail Lasee

Cathy Apple

Ellen Linton

Joni Sailer

Reg Meyer 2

at Merce Brocks

July 1969



Marty Cankam

Denise Buckawick

Joni Sailer

L → R

Cathy Apfel

Denise Buckawick

Ellen Linton

Joni Sailer

Jackie Tyler



Miss Peto

Babies Hospital

1967

Expired ~~At~~ Sept 30
1969



Credit:

WERNER WOLFF

from BLACK STAR



ONE HUNDRED THIRTY-SEVENTH
ANNUAL COMMENCEMENT



MONDAY, JUNE THIRTEENTH
NINETEEN HUNDRED SIXTY-SIX

MASTER OF SCIENCE IN NURSING

MARCHUSA NICHOLLE ARMSTRONG	Longview, Tex.
MARILYN ANNETTE EDMONDSON	Cincinnati, Ohio
JUDITH ANN EVANS	Indianapolis
MARY ELLEN FINKBINER	Indianapolis
CONNIE LOUISE GREENE	Monticello
BETTY ALICE HALDEMAN	Chicago, Ill.
SHARON RAE BARNETT HAMMANN	Speedway
CARMEN J. HORN	Omaha, Nebr.
JANE DICKER JONES	Bloomington
MARIE CATHERINE JOSBERGER	Miami, Fla.
BETTY JOANNE KELLY	Oklahoma City, Okla.
MARGARET HILDEGARDE KING	South Bend
MARY CATHERINE LARSON	Nokomis, Ill.
ELEANOR JOSEPHINE MILLER	Indianapolis
AGNES LORETTA RICHTER	Cincinnati, Ohio
VIRGINIA MAE SHAFFNER	Olean, N.Y.
JUDITH KAY STRYCZEK	Gary
SARAH MARGARET WALDKOETTER	Scottsburg

RICHARD L. ABRAMS (A	Major: Speech and
	Thesis: Verdi-Piave
DIANE F. ABRELL (A.B.,	Major: Library Sci
SAMIR ABU ABSI (A.B.,	Major: Linguistics
	Thesis: Length in
MOHAMMAD H. ABU-HA	Amman, Jordan
	Major: Anthropology
	Thesis: The Jordan
KENNETH F. ACKERMAN	Major: Slavic Lang
THOMAS H. ADAMOWSKI	Major: English
CHARLES S. ADAMS (A.B.	Major: Folklore
JOHN CLIFFORD ADAMS	Major: Economics
GRAHAM CLEVEARN AD	Major: English
JEFFRY ADELMAN (A.B.,	York, N.Y.
	Major: History
MUSHTAG AHMAD (M.H.	Toba Tek Singh, W
	Major: Biochemistry
JAMES J. ALLEMAN (A.B.,	Major: Economics
SANFORD ALWINE (A.B.,	Major: Social Service
DONALD C. ANTHONY (A.	Major: Social Service
EVAN BROWN AMES (B.S.,	Major: Uralic and A
	Thesis: Hungarian-Sl
KENNETH D. BABB (B.S., B	Major: English
JOHN CHARLES BABIONE	Major: English
JIM K. BAIRD (A.B., Indiana	Major: Social Service
DAVID R. BALOGH (B.S., In	Major: Geology
JEAN E. BARNHART (A.B.,	Major: Psychology
	Thesis: The Acquisition
WOLFRAN VICTOR BEEZ (	Major: Psychology
	Thesis: The Effects of
AMELIA BELARDO (A.B.,)	Major: Social Service
CHARLES BENES (A.B., India	Major: Zoology

Louisa M. Kent. Associate in Nursing

B.S., Connecticut College for Women, 1930; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

Sarah M. Waldkoetter. Associate in Nursing

B.S., Evansville, 1959; M.S., Indiana, 1966; Graduate, Evansville College School of Nursing, 1959

Eileen M. Cherba. Instructor in Nursing

B.S., Rochester, 1965; Graduate, University of Rochester Department of Nursing, 1965

Judith Ann Johnson. Instructor in Nursing

B.S., Columbia, 1965; Graduate, White Plains Hospital School of Nursing, 1960

Priscilla C. Parke. Instructor in Nursing

B.A., Smith, 1934; M.N., Yale School of Nursing, 1945

Sarah L. Sheets. Instructor in Nursing

B.S., Michigan, 1962; Graduate, School of Nursing, 1962

Esther Spaulding. Instructor in Nursing

B.S., Columbia, 1965; Graduate, Department of Nursing, Faculty of Medicine, 1965

PSYCHIATRIC NURSING**Gertrude Clawson. Assistant Professor of Nursing**

B.S., Pittsburgh, 1949; M.A., Columbia, 1953; Graduate, Prospect Heights Hospital School of Nursing, 1936

Edward O. Wray. Assistant Professor of Nursing

B.S., Columbia, 1959; M.A., 1960; Graduate, Pennsylvania Hospital School of Nursing, 1955

Virginia E. Ehmman. Instructor in Nursing

B.S., Columbia, 1962; Graduate, Department of Nursing, Faculty of Medicine, 1962

Madeline Goldstein. Instructor in Nursing

B.S., Boston, 1964; Graduate, School of Nursing, 1964

PUBLIC HEALTH NURSING**Lucy R. Kennedy. Associate Professor of Nursing**

B.S., College of St. Rose, 1945; M.S., Columbia, 1955; Graduate, College of St. Rose School of Nursing, 1945

Katherine A. Knight. Assistant Professor of Nursing (on leave, academic year)

B.S., Cornell, 1958; M.A., Columbia, 1961; Graduate, Cornell University-New York Hospital School of Nursing, 1958

Jean Metzger. Associate in Nursing

B.S., Columbia, 1947; M.A., 1958; Graduate, Department of Nursing, Faculty of Medicine, 1947

Barbara A. Badger. Instructor in Nursing

B.S., Columbia, 1953; M.A., 1963; Graduate, Department of Nursing, Faculty of Medicine, 1953

Margaret B. Decker. Instructor in Nursing

B.S., Columbia, 1962; M.P.H., North Carolina, 1966; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1962

Dale F. Lehman. Instructor in Nursing

B.S., Duke, 1963; Graduate, Duke University School of Nursing, 1963

ORTHOPEDIC NURSING**Rose M. Hoynak. Assistant Professor of Nursing**

B.S., Columbia, 1945; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1945

Loretta A. Verdisco. Assistant

B.S., Columbia, 1958; M.A., 1964;

OUTPATIENT NURSING**Constance C. Hamon. Assistant**

B.S., New York University, 1942; 1929

Isabel M. Healy. Instructor in

B.S., Columbia, 1950; Graduate, De

NEUROLOGIC NURSING**Martha E. Haber. Assistant**

B.S., Columbia, 1949; M.A., 1959;

Nora Maliepaard. Assistant

B.S., California, 1958; M.A., Col
1958

RESIDENCE, HEALTH, AND**Florence L. Vanderbilt. Director**

B.S., Columbia, 1936; Graduate, P

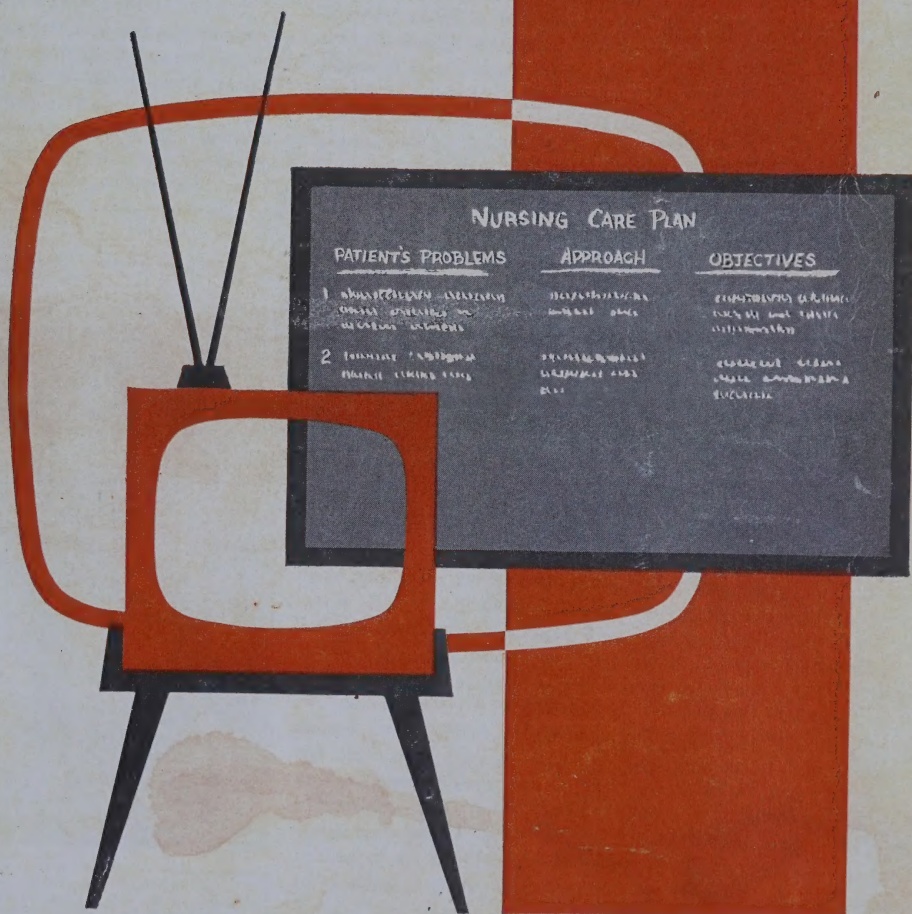
Amariylus Ticnor. Director

B.S., Colorado State, 1953

OFFICERS OF INSTRUCTION OF THE UNIVERSITY**THE BASIC MEDICAL SCIENCES****Wilfred M. Copenhaver, Ph.D.****David Rittenberg, M.D. Professor****Harry M. Rose, M.D. Professor****John V. Taggart, M.D. Professor****John S. Britten, M.D. Assistant****MEDICINE AND SURGERY****Stanley E. Bradley, M.D. Professor****Robert C. Darling, M.D. Professor of Rehabilitation****Robert B. Hiatt, M.D. Assistant****George H. Humphreys II, Professor****George F. Crikela, M.D. Professor**

AMERICAN JOURNAL OF NURSING

JANUARY 1964



Teaching Through Television • 72

What's Wrong with Sympathy? • 68

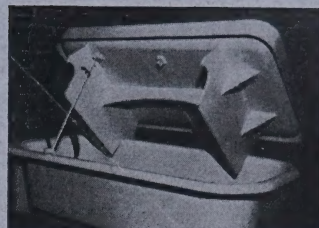
MODIFIED BATHTABLE INSERT

Mentally retarded patients in a residential setting often require bedside bathing—a time-consuming and arduous procedure when large numbers of people are involved. Bathtables would be an ideal answer to this problem if the expense of ripping up deep bathtubs was not unreasonable for a normal budget.

An economic and safe solution we have devised, in conjunction with Christie Industries, is a modified bathtable insert utilizing regular plumbing facilities. This insert is a molded Fiberglas bath top designed with a cradle pedestal to fit over the tub. It has a folding prop to allow one

side to be elevated, permitting the tub under it to be cleaned. A slight tilt to the table and grooves with rounded edges on the table top direct excess water to the drain. Water is provided by a hose from the input nozzle of the tub.

This bath top is smooth, and therefore safe for children, and can be easily cleaned—an obvious necessity for sanitary and economic reasons. It is sturdy enough to withstand abuse, yet light enough to be lifted, and its surface is hard enough to withstand scratches. ROBERT I. JASLOW, M.D., *medical superintendent*, and WALTER KENZIE, M.P.A., *business executive*, *Plymouth State Home and Training School, Northville, Michigan*.



THE SALLY JACKET

Arm restraints are necessary for many medical and surgical pediatric patients. Our dissatisfaction with many types of arm restraints, including the tongue depressor type splint led us to design the Sally Jacket which we believe is foolproof.

The jacket, combined with cardboard arm tubes, has served well for upper extremity immobilization of infants and children of all ages. The garment is made of washable cotton (Indian Head) material; we have it in various colors. The attached sleeves, made of stockinet, are twice the length of the average full-length sleeve. There are even tabs for pinning diapers to the jacket. Our jackets are manufactured in two sizes according to our specifications by Altro Work Shops, Inc., Bronx, New York.

Although the jacket can be laced

either in the front or the back, it is best to lace the jacket from the bottom to the top, especially on older children, so they cannot reach the ties.

After fastening the jacket, we cut cardboard mailing tubes measuring about two and one half inches in diameter to whatever length is required for the individual child's arms. These are put on and the stockinet sleeves are then brought up over the cardboard tubes and fastened with a snap to the shoulder. Later the arm tubing can be discarded. Older children may not need arm restraints during waking hours, but their use is advisable during sleep. SARAH M. WALDKOETTER, R.N., *head nurse, infant medical service, Columbia-Presbyterian Medical Center*, and GEORGE F. CRICKLAIR, M.D., *professor of clinical surgery, College of Physicians and Surgeons, Columbia University, N.Y.*

DOLLARS FOR IDEAS

The Journal will pay \$5 for an original, practical idea. Let this page help you share your ideas with other nurses.

